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ABSTRACT

Three types of instruction were used in the Ohio Module Project: traditional classes, programmed learning centers, and home instruction. Four major objectives of the project are: (1) to determine the kind of training program necessary to prepare paraprofessionals to operate an instructional program utilizing programmed materials, (2) to compare the achievement of students participating in traditional classes with that of students utilizing programmed materials, (3) to compare achievement of students utilizing programmed materials in learning labs with that of students utilizing similar materials in the home instruction program, and (4) to assess and compare attitudes, both self-concept and teacher-student attitudes, in the students participating in the three types of programs. A three-day preservice training program was conducted for six paraprofessionals and teachers. It was found that all paraprofessionals employed in the project were highly proficient in the exercise of their duties. Pre- and post-achievement level data were derived from one of three levels of the California Test Bureau's Test of Adult Basic Education (TABE); follow-up training was found to be necessary for some teachers and paraprofessionals. Teachers and paraprofessionals were asked to observe and rate students on any observable change in attitude. The most marked change seemed to occur in the home instruction program. (CK)

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ABE ORGANIZATION,
MATERIALS, AND INSTRUCTION

STATE MODULE FINAL REPORT

AUGUST 31, 1970

MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

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FINAL REPORT

1969-70 PROJECT

OHIO MODULE FIELD UNIT

of

Appalachian Adult Basic Education Demonstration Center
Morehead State University
Morehead, Kentucky

July 31, 1970

Scioto Valley Local School District
Pike County
Piketon, Ohio

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DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Subcontract No.: AABEDC No. 5

ABE LIFE-CENTERED CURRICULUM DEVELOPMENT AND TEACHING TECHNIQUE

OHIO STATE MODULE

Max Way, Director

Date: September 30, 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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ABSTRACT

This report presents data and other information gathered from the Ohio Module 1969-70 AABEDC Project.

The focus of this project was directed toward a comparative study of the outcomes of the three types of ABE instructional programs being conducted in the Appalachian region of Ohio: traditional classes, programmed learning centers, and home instruction.

A second focus of the project was related to selection, training, and use of supervised paraprofessionals in the (1) operation of programmed learning centers, and (2) the development and operation of a home instruction program.

Other focuses of the project involved production and evaluation of teacher-made "life-centered" instructional materials, and assessment of ABE's effectiveness through follow-up of students.

The report presents data showing the degrees of change in achievement, as measured on a standardized test, of students enrolled in the three programs and provides information gathered on students enrolled in the three programs. A cost analysis has been attempted comparing a programmed learning center and home instruction.

Pertinent data and information gathered about the other AABEDC components of the project are included along with recommendations for future study.

PREFACE

Through participation in the Morehead University Appalachian Adult Basic Education Demonstration Center research project, rural ABE programs in the Appalachian region of Ohio have been able to develop and implement experimental programs that would not have been possible with local allocations.

While all ventures have not met with anticipated outcomes, much knowledge and insight have been gained. Local programs have been improved, new programs initiated, and hundreds of participants benefited. The impact the project has made on the population in the region more than justifies the expenditure in time and money. The knowledge drawn from this project should have regional and national implications.

The participants and staff of the Ohio Module wish to express their appreciation and gratitude to the staff of the Morehead AABEDC Center for the many services and opportunities the project has afforded them.

INTRODUCTION

The Ohio Module Project of the AABEDC for 1969-70 has been concerned with a multi-faceted program.

Major components of the program were related to:

a) conducting a comparative study of the outcomes of the three types of ABE instructional programs being conducted in the Appalachian Region of Ohio.

b) Developing a program to select, train and use paraprofessionals effectively in ABE instruction.

c) Developing and evaluating teacher-prepared "life-centered" curriculum materials.

d) Assessing the overall outcomes of the various types of ABE programs in the area.

During the implementation of its program the Ohio Module has utilized many local resources in order to develop staff, improve cooperation with supportive agencies, and to increase enrollment and acceptance of the ABE program.

Much valuable information has been gathered through activities conducted as a part of this project.

Demographic data collected on the population studied is presented in Appendix A.

The remainder of this report presents the data and findings as they relate to the stated objectives.

FINDINGS AS THEY RELATE TO THE STATED OBJECTIVES

OBJECTIVE 1 - To determine the kind of training program necessary to prepare paraprofessionals to operate an instructional program utilizing programmed materials.

PROCEDURES - A three-day preservice training program was conducted in August, 1969, for the six paraprofessionals and teachers to whom they were to be assigned. (Activities and evaluation of this training program were reported in September, 1969, and included in the interim report of February, 1970.)

Additional in-service training was conducted throughout the school year in order to improve the skills of the paraprofessionals in specific areas.

Preservice and in-service training was conducted in the following areas:

A) Philosophy behind and intent of programmed and other self-instructional materials.

B) Orientation to programmed learning (practicum).

C) Interview and enrollment procedures.

D) Determination of entry-level skills and placement techniques.

E) Tests for progress as well as pre and post achievement evaluation.

F) Record-keeping for reporting of essential data.

G) Program planning including the sequence of instructional materials.

H) Role and responsibilities of staff.

I) Recruitment techniques and retention problems.

J) Utilization of resource persons and referral agencies.

K) Guidance and counseling awareness and procedures.

L) Group activities.

NOTE: In as far as possible, all training sessions were presented in a practicum approach in order to allow participants to have initial experience with the tasks and skills to be learned and developed.

FINDINGS - It was found that all paraprofessionals employed in the project were highly proficient in the exercise of their duties.

It should be noted that the Ohio staff believes that the selection of persons for these positions is as important as the training they receive. (See Appendix B for selection criteria used.)

Initial training did not provide sufficient orientation in certain skills such as testing, scoring, and the recording and reporting of data, however this problem was overcome by providing additional training and instruction on an individual basis in the local program.

It was further found that the paraprofessionals, employed on a full-time basis, were highly motivated to learn the new skills and job requirements. They were found to have an excellent working knowledge of the instructional materials available to them. They were conscientious and precise with the operation of their program. All spent many more hours on the job than was required of them.

In contrast to professionals employed on a part-time basis, it was found that the full-time aides were able to become more familiar with the content of instructional materials and followed placement, progress testing, recording, and reporting procedures more diligently than did teachers performing the same tasks.

Full-time paraprofessionals viewed their role as providing an important service to their community and their enthusiasm and involvement has resulted in increased enrollment, improved retention in the program, and much individual student success.

The success of this phase of the Ohio Module Project has been most gratifying. However, it should be repeated that the success experienced is due to the individuals selected for the task as well as the training and supervision received.

Preservice, follow-up, and in-service training are deemed essential for the paraprofessional. All training should be experimental and relate to the individual's needs in so far as practical.

OBJECTIVE 2 - To compare the achievement of students participating in traditional classes with that of students utilizing programmed or self-instructional materials.

PROCEDURE - All pre and post achievement level data was derived from one of three levels of the California Test Bureau's Test of Adult Basic Education (TABE). These tests were adapted from the California Achievement Tests. Item revisions have been made to adapt the CAT for adult usage.

Levels used for pre and post achievement testing were: "E" Easy Level, which produces derived grade placement norms from 1.0 to 5.0; "M" Medium Level, which produces derived grade placement norms from 2.0 to 9.7; and, "D" Difficult Level, which produces grade placement norms from 3.0 to 13.0.

Subjects were not given the achievement battery until they had become familiar with the instructional program and were considered to be bona fide enrollees (usually one to two weeks after initial enrollment).

Students who were found to be severely lacking in basic skills were not given the pretest and were recorded as funtioning on less than a 1.0 grade level. All other subjects were administered the Practice Exercises and Locator Test. Practice Exercises are designed to give experience with the mechanics of marking answers to objective test items on a separate answer sheet, to develop some test-taking sophistication, and to minimize the effects of diverse backgrounds of experience in the use of objective test and separate answer sheets.

The Locator Test, a short vocabulary test, is used to determine the appropriate level of the TABE for each individual.

Where possible student's schedules were arranged so that initial testing could be administered to groups on the appropriate level. Pretesting was accomplished in two or three sessions depending on scheduling. All

late enrollees were given appropriate levels of the TABE on an individual basis. In all cases Form 1 of the appropriate level, was administered as a pretest.

In so far as possible, subjects were to be administered Form 2 of the appropriate level of the TABE after approximately one hundred hours of classroom instruction or one hundred contact hours in programmed instruction.

Individual reports on each student, indicating achievement change and number of hours spent in each subject, were prepared for final data collection. Samples of these forms and the related data collected are to be found in Appendix C.

Since "E" Level of the TABE does not include language arts tests and a number of the students enrolled in the Level II phase of the ABE Program (grade levels 4 to 6) were not initially involved in language arts instruction, achievement gains are presented only for the reading and arithmetic sections of the pre and post administration of the TABE.

FINDINGS - Initial testing produced some problems:

The TABE is a lengthy test, ranging from 90 minutes for "E" level to 176 minutes for "D" level. Some students had a negative reaction to the test procedure where proper orientation and explanation of purpose of the tests were not given. Some of these students did not take posttests.

Follow-up training was necessary for some teachers and paraprofessionals. Scoring and interpretation of results presented some minor problems. Paraprofessionals experienced some difficulty in administering individual tests while operating learning centers. Paraprofessionals did most of the administration, scoring, and interpretation in learning centers. Follow-up training on a personal basis eliminated problems.

Other observations and problems were reported in the Interim Report.

PRE AND POSTTEST RESULTS

Of the 424 students enrolled in the Ohio Module Project Centers, a total of 249 students were administered pre and posttests in Reading Achievement. Arithmetic Achievement scores were reported for 246 students. Three students did not complete this section or scores were invalid.

Results by the skill tested and the type of instructional program are as follows:

READING

Programmed Learning Center - Utilizing programmed and self-instructional materials, 139 persons tested logged a total of 7,439.5 hours in reading instruction or an average of 53.52 hours per person. Individual reports ranged from 9 hours to 126 hours in reading instruction. Students scoring extremely high in reading on placement and pretest on the TABE logged fewer hours in this area. It is assumed that gains can

be attributed to reading in other subject areas such as science, social studies, and language arts. One center with a number of Work Incentive Now (WIN) enrollees who were functioning on a low level had a number of subjects who logged approximately 100 hours. WIN enrollees attend a minimum of 20 hours per week. Total grade equivalent (G.E.) months gain for the 139 learning center students was 260.1 months or an average of 18.71 months per student.

Of the group tested six showed no gain or regressed from 2 to 4 months. Individual student gains ranged from 1 month to 64 months.

Average gain per contact hour spent in reading was .0349 grade equivalent months.

It is to be noted that reading achievement gains were based on reported contact hours spent in reading materials and that some gain might be attributed to other activities.

Home Instruction - Utilizing programmed and other self-instructional materials, 39 students pre and posttested logged a total of 1,880 hours in reading instruction or an average of 48.2 hours per person. Individual reports ranged from 6 to 108 depending on level of student and reporting procedure.

Total gain in grade equivalent months for the group was 94.61 or an average of 24.25 G.E. months gain per student. Of the group tested, only one showed no gain but regressed 2 G.E. months after 6 hours logged and was performing on a 9.7 level.

Average gain per hour of instruction as logged was .0503 G.E. months.

NOTE: Due to scheduling in the home, aides provided participants with additional reading materials on their reading level. Time spent in these materials was not always logged as reading instruction time.

Traditional Class - Utilizing standard text, workbook, and teacher prepared materials, seventy-one students pre and posttested received a total of 35.53 hours per person. Individual reports show a range of from 8 to 82 hours, depending on attendance and level of instruction.

Achievement gain for the group was a total of 54.6 G.E. months or an average of 7.69 G.E. months per student.

Average gain per classroom hour spent in reading was .0228 months.

Of the group tested, seven showed no gain or regressed from 1 to 6 G.E. months. Three of these persons were performing on a high (11.0 to 12+) level with the remainder on a 3.0 to 7.0 level. Individual gains ranged from 1 month to 36 months.

It is to be noted that one center reported scores for 26 students from a "Mainstream" program. These students were not continuously involved in an instructional program. Their instruction was alternated with a work experience program. These students showed less gain, on the average, than students from other centers.

NOTE: These students were allowed to take materials home for study - no account of time spent at home has been considered, only time spent in class in the subject area.

TABLE 1

COMPARATIVE GAINS IN READING ACHIEVEMENT FOR THREE TYPES OF PROGRAMS IN THE OHIO MODULE OF THE AABEDC

Number Tested	LEARNING CENTERS (139)	HOME INSTRUCTION (39)	TRADITIONAL CLASSROOM (71)
Total hours	7,439.5000	1,880.0000	2,523.0000
Ave. hrs/student	53.5200	48.2000	35.5300
Total gain/G.E. months	260.1000	94.6100	54.6000
Ave. gain/student G.E. months	18.7100	24.2500	7.6900
Ave. gain/hour instruction	0.0351	0.0503	0.0228

TABLE 2

COMPARATIVE GAINS IN READING ACHIEVEMENT - PROGRAMMED VS. TRADITIONAL INSTRUCTION

Number Tested	PROGRAMMED INSTRUCTION (178)	TRADITIONAL CLASSROOM (71)
Total hours of instruction	9,319.5000	2,523.0000
Ave. hours instr. per student	52.3500	35.5300
Total student gain G.E. months	354.7100	54.6000
Ave. G.E. months gain per student	19.9200	7.6900
Ave. hourly gain G.E. months	0.0380	0.0228

Tables 1 and 2 indicate a wide variance in achievement gains when comparing programmed and self-instructional programs to traditional programs. The Home Instruction Program produced the greatest average hourly gain of .0503 G.E. months per hour of instruction or 2.2 times the average hourly gain in the traditional program.

It is to be noted that this applied research had many unmeasured variables which might have influenced results.

ARITHMETIC

Pre and posttest results in arithmetic are presented in Tables 3 and 4. It is to be noted that these results are from the same groups that were pre and posttested in reading achievement. It is assumed that instruction in other subject areas would affect arithmetic achievement less than reading achievement.

TABLE 3

COMPARATIVE GAINS IN ARITHMETIC ACHIEVEMENT FOR THE THREE TYPES OF INSTRUCTIONAL PROGRAMS IN THE OHIO MODULE OF AABEDC

Number tested	LEARNING CENTER (137)	HOME INSTRUCTION (39)	TRADITIONAL CLASSROOM (70)
Total hours of instruction	5,636.500	1,828.000	2,546.000
Ave. hours per student	41.140	46.870	36.370
Total gain G.E./ months	233.500	76.500	62.900
Ave. student gain G.E./ month	17.040	19.610	8.980
Ave. hourly gain	0.041	0.041	0.025

TABLE 4

COMPARATIVE GAINS MADE BY ABE STUDENTS IN PROGRAMMED VS. TRADITIONAL INSTRUCTION IN THE OHIO MODULE OF AABEDC

Number tested	PROGRAMMED INSTRUCTION (176)	TRADITIONAL CLASSROOM (70)
Total hours of instruction	7,464.5000	2,546.0000
Ave. hours instr. per student	42.4100	36.3700
Total G.E. months gain	310.0000	62.9000
Ave. G.E. months gain per student	17.6100	8.9800
Ave. hourly gain G.E. months	0.0415	0.0247

Table 4 indicates .0168 more grade equivalent months gain per hour of instruction in programmed or self-instructional situations than in traditional class; or sixty percent more gain.

Student time reports indicate more total time spent in reading and arithmetic in programmed instruction than in the traditional program. Traditional programs utilize about one-third of total time for each of these subject areas.

Additional data relating to achievement change will be found in Appendix C.

OBJECTIVE 3

To compare achievement of students utilizing programmed materials in learning labs with that of students utilizing similar materials in the Home Instruction Program.

Table 1 shows .0152 or seventy percent more G.E. months gain per instructional hour in home instruction that in learning labs. However, as has been previously stated, home instruction students were provided with additional reading materials which were not classed as self-instructional and much time spent in these was not logged as instruction time. The purpose in providing such materials was to compensate for the home instruction aides' inability to meet with students promptly when they had completed programmed instruction units. These persons were not to proceed in programmed materials until progress tests were administered on completed units. Home instruction students were provided drill materials in content areas, so as not to proceed beyond completed programmed instruction units until progress tests were administered.

Table 3 shows an equal amount of arithmetic achievement gain per instructional hour in the two programs.

OBJECTIVE 4

To assess and compare attitudes, both self-concept and teacher-student attitudes, of the students participating in the three types of programs.

PROCEDURES

It was anticipated that an instrument would be available for pre and post evaluation of self concept. The instrument was not readily available; therefore, this phase of the project was not formally conducted.

Teachers and paraprofessionals were asked to observe and rate students on any observable change in attitude. Most found this to be a difficult task.

The director, during visits to the various programs, elicited responses from the participants and some few responded in letter form. See Appendix D for samples of these letters.

FINDINGS

To make a comparative assessment of attitudinal change in the participants of the three types of programs would be most difficult.

Perhaps the most dramatic change was observed in the home instruction program. Here it was possible to observe change that affected home, family, personal appearance, etc. as well as attitude. It can be said that, in all cases, home instruction had a positive effect on the participants. In a series of visits, the project director observed marked change in the attitudes especially self concepts, of the home instruction participants.

Traditional classes, with one exception, were geared more toward meeting group needs.

In these classes, group activities and utilization of resource persons has done much to improve attitudes and personal-civic-social responsibilities.

Learning Centers, like home instruction, are individualized for instruction and counseling. Teachers and aides have the opportunity to become more aware of personal problems and needs. Much individual help has been given and many referrals made through these centers. As was previously stated, teachers were asked to evaluate students on observable change in personal appearance and attitude. Findings as reported by teachers and aides on specific items, by type of program, are presented in table 5.

TABLE 5

OBSERVABLE CHANGE IN PARTICIPANTS OF THE OHIO MODULE - AABEDC

ATTITUDE TOWARD	NO OBSERVABLE CHANGE	SOME IMPROVEMENT	MUCH IMPROVEMENT
		(LEARNING CENTER)	
Education	6	37	56
Working	26	8	19
Family responsibility	3	17	12
Community responsibility	11	19	31
Self concept	23	41	82
Personal appearance	9	12	62
(Students were not rated on all items)			
		(HOME INSTRUCTION)	
Education	2	14	23
Working	12	19	8
Family responsibility	13	8	18
Community responsibility	0	17	13
Self concept	0	17	22
Personal appearance	6	21	12
		(TRADITIONAL CLASSROOM)	
Education	20	26	29
Working	20	38	26
Family responsibility	7	16	14
Community responsibility	9	18	35
Self concept	9	41	26
Personal appearance	19	23	31

OBJECTIVE 5

To compare attendance or number of contact hours of students in traditional classes with that of students in learning labs.

In as much as two centers enrolled many "WIN" of "Mainstream" participants who were required and paid to attend a specific number of hours per week, attendance comparisons were made for three traditional centers vs. three learning labs located in rural areas. Attendance and enrollment in all cases was on a voluntary basis.

FINDINGS

Enrollments for the centers compared were traditional classes - 52, learning centers - 106.

Traditional classes were conducted two evenings per week for a total of six (6) hours per week. Learning centers were open four (4) evenings per week for a total of twelve hours per week.

Participants in traditional classes logged a total 3,596.5 class hours or an average of 69.1 hours for each of the 52 enrollees.

Participants in the learning centers logged a total of 11,191.25 hours or an average of 112.4 hours for each of the 106 participants.

It is to be understood that in each type of program, there were a number of withdrawals and student time averages are based on total enrollment for which class or instruction time was logged. Some of these students logged a few hours and withdrew. A true comparison could not be made because of the difference in "available time" for instruction.

Of the 52 students in traditional classes, 31 were still enrolled as of May 31, 1970, or approximately sixty percent completed the year's program.

Of the 106 students enrolled in learning centers, 77 were still participating as of May 31, 1970. Approximately seventy-two percent completed the regular year's program.

Adverse weather conditions seriously affect attendance in rural areas. Withdrawals and poor attendance usually occur during the months of January and February. Student follow-up indicates that after periods of inattendance, students are reluctant to return to class, especially traditional classes that involve group instruction.

OBJECTIVE 6

To compare the dropout rate of students in traditional classes with that of students in learning labs.

PROCEDURES

Students were considered to be enrolled in the various programs if they had completed pretesting or had a minimum of eighteen hours logged in an instructional program. Teachers were to complete withdrawal forms for all students who were considered to be dropouts or had for other reasons left the program.

FINDINGS

The following data was gathered from teacher reports for traditional and learning center programs. Some final data was not reported for a few students who were pretested.

TABLE 6

DROPOUT OR WITHDRAWALS FROM TRADITIONAL AND LEARNING CENTER PROGRAMS IN OHIO MODULE OF THE AABEDC
(Including WIN and Mainstream Participants)

	TRADITIONAL PROGRAMS		LEARNING CENTERS PROGRAMS	
	Total Classes - 6		Total Classes - 6	
Total Enrollment	146	100%	238	100%
Total Withdrawals	70	48%	86	36%
Final Enrollment - 5-31-70	76	52%	152	64%

TABLE 7

REASONS FOR WITHDRAWAL FROM TRADITIONAL AND LEARNING CENTER PROGRAMS OF OHIO MODULE OF THE AABEDC

REASON	TRADITIONAL CLASSROOM	% OF TOTAL	LEARNING CENTER	% OF TOTAL
Conflict with work	21	30.0%	9	10.5%
Secured employment	9	12.8%	4	4.7%
Assigned to other training programs	17	24.3%	21	24.3%
Moved out of area	4	5.7%	7	8.1%
Personal or family illness or hospitalized	2	2.9%	5	5.8%
Pregnancy	0	----	3	3.5%
Conflict with home or family	2	2.9%	5	5.8%
Passed G.E.D. before 5-31-70	0	----	9	10.5%
Lost interest or no reason given	15	21.4%	23	26.6%
Total	70	100.0%	86	100.0%

Table 7 indicates that in both types of programs approximately one-fourth of the withdrawals were to other training programs which include Manpower, WIN, On-the-Job, etc.

In the traditional classes 20 of the 21 listed as having conflict with work were from the Mainstream program and were assigned to work experience programs. This terminated their classroom work. Interestingly, none of these participants attended classes voluntarily after reassignment by "Mainstream".

Table 7 further indicates that approximately one-fifth of the withdrawals from Traditional classes and approximately one-fourth of the withdrawals from learning centers left the program because of lack of interest or no reason given. In both programs this constitutes approximately ten percent of the total enrollment.

OBJECTIVE 7

To assess the effectiveness of trained teacher-counselor aides in providing home instruction counseling and outreach within the rural community.

PROCEDURES

Three home-instruction aides, employed under the Ohio Module of AABEDC, were trained in instructional procedures utilizing programmed and other self-instructional materials. Aides were to provide "home instruction" for students who could not attend local ABE centers. These aides were assigned to the supervision of a teacher in one of the local county programs.

Home instruction aides were trained in recruiting techniques. All were

required to recruit their own clients and to assist in recruiting for local centers where possible. They were given further training in counseling and referral procedures and were to provide, where needed, such services for their students.

FINDINGS

As was previously stated in the Interim Report, this facet of the Ohio Module Project has been most gratifying.

The three aides employed under this project have done an excellent job in recruiting, providing home instruction, and a wealth of additional services for their participants.

All participants were highly motivated and were very satisfied with the instructional program.

Recruitment - Aides were assigned to programs in Pike, Scioto, and and Gallia Counties. All spent the month of September, 1969, in recruitment activities. Initially, 53 students were recruited for home instruction, of this number, eight (8) were encouraged to attend local classes and 2 were unable to participate. Beginning enrollment was 43 students. In all three counties aides had additional enrollees on a waiting list who could not be served.

It should be noted that the ABE students reached by the home instruction program were truly "hard-core" and would not normally have been served by the ABE program. Furthermore, ABE tended to become a family affair with husbands, wives, and children all participating.

In addition to their regular enrollees, two aides have assisted the regular ABE Program by providing home instruction for three persons who, because of illness, had to withdraw from evening classes.

Instructional Program. Tables 1 and 3 indicate that, on the average, the greatest per hour achievement gain was made by "home instruction" students.

The 43 enrollees logged a total of 5,767.5 hours - an average of 134.1 hours per student - in all instructional areas. Language arts, spelling, science, and social studies accounted for hours in addition to reading and mathematics.

Thirty-nine of the forty-three enrollees were pre and post tested. Four students were shown as withdrawn. (Two gained employment; one married, and her husband would not permit her to continue; and one moved from the area.) To date, six of the home bound students have taken the G.E.D. test. All six have received their High School Equivalency Certificates.

Counseling and Other Services. Home instruction aides have provided a great number of services for their students. As one aide aptly put it, "It's difficult not to get involved."

Many services were not recorded. The director, in visiting homes, was told of many small services that had greatly affected the lives of participants and members of their families. The following list is but a few of many:

A) Providing transportation - to doctor, employment offices, health department, food stamp office, etc.

B) Referral to Health Dept., Welfare Dept., Employment Services, Legal Aid, Community Action Agency, Child Welfare Dept., Manpower Program.

C) Orientation to food stamp program and vocational training programs.

D) Collecting baskets and gifts for needy at Christmas, collecting baby clothing, etc. for three needy mothers.

E) Arranging for psychological examination for children of school age who were not enrolled.

Aides were employed for a thirty-hour week; however, all worked more than the thirty hours. Many questions were answered by phone during evening hours and on weekends.

Bad weather and poor roads resulted in some weekly contacts being interrupted. These contacts were made up on Saturdays and Sundays.

TABLE 8

COMPARATIVE COST OF HOME INSTRUCTION

	HOME INSTRUCTION	LEARNING CENTER-SELECT
Number served	43	66
Total hours logged	5,767.50	4,661.50
Total cost	$8,134.00	$7,008.00
Cost per hour of instruction	1.43	1.50
Cost per person	191.49	106.18

Table 8 gives the cost of home instruction as compared to one selected learning lab. Total expenditures for all programs were not available. Costs for home instruction include all salaries for aides, mileage, and prorated costs

of materials used. Costs for the Learning Lab include all salaries, excepting administration, utilities, and prorated material costs.

Cost per person served is greater for home instruction, $191.49, compared to $106.18; however, cost per instruction hour logged is less, $1.43 compared to $1.50.

In the two programs compared, all participants were volunteers and received no stipend for attending class.

Home instruction aides covered wide geographic areas which resulted in a large number of miles driven. All aides have indicated that they could now serve more persons in a smaller area.

Samples of student reactions to the program are given in Appendix D.

OBJECTIVE 8

To develop and assess the effectiveness of brief "life centered" curriculum materials for use in Appalachian ABE Programs.

PROCEDURES

A total of four traditional classroom teachers produced materials. The four teacherswere indigenous to the community and had a minimum of three years of ABE teaching experience. Three had a background in special education, one in secondary education. The materials were reproduced and distributed to their classes and to other centers for student use and reaction.

Copies of the materials and a copy of the student evaluation form with composite reactions to each piece of material are to be found in Appendix E.

FINDINGS

Teachers who produced materials indicated that they felt inadequately

trained to perform such a task. They had difficulty fitting adult interest material into readability levels and sequential skill development. Most materials produced were related to the experiences and needs of local participants.

The number of student evaluations collected was far below the number anticipated. Teachers in programs where these materials were used indicated that participants were hesitant about completing the evaluation form.

Teachers indicated that materials were generally good but felt that commerically prepared materials in reading were of more value. Criticism of materials produced include:

Poor format

Little or no student check

Some materials below interest and reading level of students

Vocabulary not consistent with reading level for which intended

Teacher-student reactions indicated that most of these materials could be improved by revision, additions of pictures, and presented in a commercial book or pamphlet format.

OBJECTIVE 9

To assess the effectiveness of the ABE program through follow-up of former and current students.

PROCEDURE

In early May, 1970, questionnaires were sent to 315 students who had been enrolled during the 1969-70 school year. Names and address were gathered from Student Data Sheets. An addressed, stamped, return envelope

was included with the questionnaire.

All envelopes were coded so as to check center location and student returning the questionnaire.

Only one mailing was made.

FINDINGS

To date, 227, or approximately seventy-two percent, of the questionnaires have been returned. Six questionnaires were returned, address wrong, or forwarding addresses unknown.

Of the eighty-nine responses indicating that they were no longer in class, fifty-five stated that classes had ended for the year; twenty-seven had passed the G.E.D. and were no longer attending.

Appendix F gives a composite of responses to the questionnaire, questions to be checked and a general selection of responses to narrative answers.

Questions concerning ownership of radio and TV give an indication that most enrollees might be contacted through these media. Program selection gives further evidence of time of day and types of programs where spot announcements could be made concerning ABE Programs.

A spot check of code numbers that were not returned revealed that many of those not responding were early withdrawals or were functioning on a low level of achievement.

INTERVIEWS

The Director conducted a number of interviews during visits to the various programs. In almost all instances students indicated they were satisfied with

the instructional programs; would recommend it to their friends; and would like to continue their education in some vocational area. Some negative reactions were given to some types of instructional materials, e.g., programmed English received the most negative responses. Other negative responses related to distance traveled, lack of time for study, not being permitted to take programmed materials home, etc.

A large number of persons indicated that they still felt educationally inadequate and needed further education and training to meet their desired goals.

OHIO MODULE OF AABEDC PROJECT COMPONENTS

A. OUTREACH

Local programs involved in the project have utilized most forms of recruitment available to them. Better cooperation with supportive agencies was experienced and a large number of enrollees were referred to the programs from such agencies as Economic Security (WIN), Community Action (Mainstream), industry, local government (Juvenile Court), and Outreach Council and other church related groups. Welfare agencies were contacted but few referrals or contacts were evident.

Paid recruitees (home instruction aides) were responsible for a large number of new enrollees.

An increased enrollment was experienced in all but one center.

B. DIAGNOSIS

Initial interviews and completion of data forms provided much worthwhile information concerning clients needs and goals. The California Test Bureau Test of Adult Basic Education (TABE) achievement battery gives an excellent diagnosis of learning difficulties and difficiencies. All teachers indicated that this was a worthwhile use of the test.

C. MANPOWER

Pre and in-service training has proved to be most beneficial to staff. Paraprofessionals have experienced tremendous growth in skills and knowledge related to their job performance.

All staff members have improved in the performance of their duties through training and experience.

Three staff members are currently enrolled in summer Institutes in ABE.

D. MATERIAL AND CURRICULUM

The attempts to produce widely usable curriculum materials has not been as successful as was hoped. Teacher awareness and proficiency in utilization of programmed and other individualized instructional materials has increased throughout the year. Teachers in traditional programs look forward to the use of this material in the future.

Teachers have generally become more aware of student needs and goals and are gearing curriculum toward them.

E. METHODS AND TEACHING

Trends in Ohio Module Programs are to utilize more individualized instruction related to students needs and goals.

F. COUNSELING

Only one local program in the Ohio Module employs a counselor.

Most teachers involved provide counseling services to students. All have been involved in training related to guidance and counseling procedures and techniques.

All paraprofessionals were involved in a twenty-four hour training program utilizing the University of Texas Teacher Awareness in Guidance and Counseling package. The readability of unit pre and posttests proved too high and concepts had to be introduced before the introduction of each unit, but its use with paraprofessionals was considered to be worthwhile.

Home instruction and learning lab aides have provided much individual counseling.

Economic Security (WIN) counselors have provided much valuable assistance in counseling WIN students and other referrals.

G. PLACEMENT AND FOLLOW-UP

Placement was not considered a specific component of the Ohio Project. However, increased cooperation with other agencies has resulted in more service rendered to students in the area of placement.

Follow-up of students through questionnaires was pursued. Teachers in completing withdrawal forms did more follow-up on these students than in the past.

H. VOLUNTEERS

All but three centers utilized volunteer services in the form of child care, transportation, resource persons, and health services. An expansion of this component is anticipated in future projects.

I. BUSINESS AND INDUSTRY

A special effort has been made to involve business and industry in future projects. Experiences with Meade Corporation, Goodyear Atomic Corporation, and Parker Hannifin Company have indicated that much can be done to enlist business and industry in promoting ABE and providing services for the programs.

SUMMARY AND CONCLUSIONS

The Ohio Module of AABEDC has been involved in a multifaceted program during the past year.

Major emphasis was in the area of applied research - gathering data related to comparative achievement gains made by students in the three types of ABE programs conducted in the Appalachian region of Ohio. Such research is faced with many variables which may or may not affect outcomes.

Terminal data indicates that individualized instruction, especially that which can be utilized by the student at his convenience, produces the greatest academic gain.

Student retention does not appear to vary much from traditional to learning center programs. Understandably, the highest rate of retention was in home instruction programs where materials and services are brought to the student.

Experiences in developing and producing "life centered" curriculum materials were not rewarding. It is recommended that this component be dropped from future projects as an overall goal. Teachers will continue to attempt to produce those materials needed for their own classes and individual students.

Probably the most important and valuable information gained was related to the training and use of paraprofessionals in operating learning centers and providing individualized home instruction.

CONCLUSIONS

The Ohio Project has, with a varying degree of success, met all of its goals and objectives.

Even though it was not possible to use a rigorous research design in conducting the comparative study, the outcomes indicate that individualized instruction through the use of programmed and other self-instructional materials produces greater academic gains.

If this were the only goal of ABE, it would suffice to say that individualized instruction would do the job. Many personal-social needs will continue to be met by group and other activities and experiences outside the academic realm. Learning centers will have to make adjustments in curriculum design in order to provide additional services needed to provide a total ABE Program.

The Ohio Project has demonstrated effective training and utilization of paraprofessionals. It must, however, be pointed out that selection of persons for these positions is an all-important factor. It can be concluded that training and experience, after proper selection, will develop highly skilled and competent subprofessional staff members.

Data collected through the Ohio Project should provide much background or base line information for further study of comparison by this and other projects.

RECOMMENDATIONS

It is recommended that, in view of the experience and knowledge gained through the use of paraprofessionals in the Ohio Project, the component relating to selection, training, and effective multiple uses of paraprofessionals in ABE programs be continued by the Ohio Module.

AABEDC components relating to outreach, manpower, follow-up, retention, volunteer services, teaching and methods,and counseling might well be incorporated in a project designed to develop highly skilled paraprofessionals for employment in ABE Programs.

STATE SUPPORT OR SPREAD

The following changes in rural Ohio Appalachian ABE Programs have been observed during the past two years:

1) Increased enrollment - especially of Level I and Level II persons.

2) Movement toward highly individualized instruction - programmed and other materials.

3) Upgrading of staff through in-service and institutes both professional and paraprofessional.

4) Teacher rapport with students has shown a dramatic improvement.

5) Much greater involvement with supportive agencies and groups.

6) Program has expanded - eight new programs opened in the Appalachian region -

Gallia County -	1 new program
Lawrence County -	1 new program
Ross County -	2 new programs
Pike County -	1 new program
Vinton County -	1 new program
Washington County -	1 new program

7) Programs in three counties, with supplementary funds, have been extended on a reduced scale and operated during summer months.

8) Increased and more efficient use of paraprofessionals - duties related to recruitment, learning lab technicians, home instruction, counseling, and follow-up.

9) Increased use of news media for recruitment and public awareness.

10) Greatly improved public image of ABE programs and their purpose.

APPENDIX A

Appendix A

Distribution of Ohio AABEDC Population by Sex and Race

Sex		Race		
Female	220 - 52%	White	395	93.20%
Male	204 - 48%	Negro	17	4.20%
		Other	1	.02%
		No. Inf.	11	2.60%

Years in Community

No Information	78	18.39%
1-4	45	10.61%
5-9	37	8.72%
10-14	35	8.25%
15-19	44	10.37%
20-24	44	10.37%
25-29	36	8.49%
30-34	38	8.96%
35-39	21	4.95%
Over 40	46	10.84%
	424	

Current Work of Ohio AABEDC Participants *

Working Full Time	155
Working Part Time	22
Seeking Work	77
Not Seeking Work	47
Placed through this project	96
Unable to Find	57
Keeping House	69
In School	0
Retired	3
Disabled	9
Other	2
No Information	17

* Some participants checked more than one blank under this category, for example, Seeking Work and Unable to Find or Keeping House, etc.

Distribution of Ohio AABEDC Participants by Age Group

Age Under 20	36	8.5%
20-24	69	16.3%
25-29	67	15.8%
30-34	71	16.8%
35-39	51	12.0%
40-44	44	10.4%
45-49	37	8.7%
50-54	28	5.4%
55-59	13	3.1%
Over 59	13	3.1%
No Information	0	0
	424	

STUDENT'S PUBLIC SCHOOL EDUCATIONAL LEVEL

Grade Completed	0	2	.5%
	1	3	.7%
	2	1	.2%
	3	7	1.7%
	4	11	2.6%
	5	14	3.3%
	6	25	5.9%
	7	51	12.0%
	8	89	21.0%
	9	66	15.6%
	10	59	13.9%
	11	58	13.7%
	12	15	3.5%
No Information		23	5.4%
		424	

MARITAL STATUS

Single	56	13.2%
Married	318	75.0%
Other	50	11.8%
	424	

NUMBER OF CHILDREN AT HOME *

0	-	55	14.9%
1	-	56	15.2%
2	-	71	19.3%
3	-	55	14.9%
4	-	42	11.4%
5	-	20	5.4%
6	-	18	4.9%
7	-	5	1.4%
8	-	4	1.1%
9	-	5	1.4%
10	-	2	.5%
11	-	2	.5%
12	-	2	.5%
No Information	-	31	8.4%
		368	

*** NOTE: 5% of the ABE students account for 19% of the children**

PARENT'S EDUCATION

Mother Highest Grade Completed			Father Highest Grade Completed	
Unknown	106		Unknown	121
0	17		0	11
1-3	21		1-3	24
4-5	29		4-5	47
6-8	165	Total 424	6-8	152
9-11	47		9-11	49
12+	39		12+	20

APPENDIX B

APPENDIX B

CRITERIA FOR SELECTION OF PARAPROFESSIONALS TO BE TRAINED TO WORK IN THE OHIO AABEDC PROJECT

In the selection of persons to be trained to work as paraprofessionals in the Ohio Module of AABEDC, the following criteria should be used as guidelines.

It is understood that no one person will meet all the selection criteria; however, every effort should be made to select persons who will prove effective in the pursuit of their duties.

The persons employed for training and experience in the AABEDC Project should:

1) Be mature in judgement and actions.

2) If possible, be a native or familiar with the community and population to be served.

3) Show average or above average intelligence.

4) Be from a disadvantaged home background or have had experience in working with people from this environment.

5) Be able to relate well with other people, both adults and children.

6) Have a desire to help others.

7) Be emotionally stable.

8) Be familiar with the community structure.

9) Display enthusiasm for this type of work.

10) Be able to take direction.

11) Be resourceful.

12) Have a pleasing personality.

13) Be able to easily meet and converse with others.

14) Be familiar with the local school system.

15) If possible, be a former successful ABE student.

16) Be in good health.

17) Be neat and display good grooming.

18) Be dependable and prompt.

19) Have no apparent family problems.

20) Be able to drive and have own automobile available if employed as home instruction aide.

APPENDIX C

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

STUDENT RECORDS

FOR _____

ABE CENTER_____

RECORD	NUMBER OF COPIES
PERSONAL DATA SHEET	
AABEDC SURVEY	
EMPLOYMENT STATUS	
PROFILE SHEET	
AGENCY REFERAL	
WITHDRAWAL FORM	
TIME EXPENDED BY SUBJECT	

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

TIME EXPENDITURE REPORT

STUDENT _____

___Classroom Participation

___Home Instruction Student

GRADE AND TIME	READ-ING	MATH	ENGLISH	COMBINED
Beginning Grade Level				
Hours Spent				
Ending Grade Level				

REMARKS:

OHIO AABEDC MODULE, 1969-70

READING - PRE AND POSTTEST RESULTS

LEARNING LAB

139	MEDIAN	0 to .9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10 t 10
Number per Grade Level Pre Test	6.2	3	6	6	14	15	19	17	15	12	11	12
Number per Grade Level Post Test	7.9	0	3	7	9	12	11	14	18	16	10	15

HOME INSTRUCTION

39	MEDIAN	0 to .9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10 to 10
Number per Grade Level Pretest	6.8	1	0	2	3	4	5	6	8	4	0	2
Number per Grade Level Post Test	9.2	0	0	1	0	3	4	2	2	6	5	4

REGULAR CLASS

71	MEDIAN	0 to .9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	1 to 1
Number per Grade Level Pretest	5.8	0	0	4	9	13	14	12	6	4	2	
Number per Grade Level Post Test	6.6	0	0	1	5	12	14	13	9	6	2	

OHIO AABEDC MODULE, 1969-70

READING - PRE AND POSTTEST RESULTS

LEARNING LAB

	0 to .9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
	3	6	6	14	15	19	17	15	12	11	12	9	0
	0	3	7	9	12	11	14	18	16	10	15	18	6

HOME INSTRUCTION

	0 to .9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
	1	0	2	3	4	5	6	8	4	0	2	2	2
	0	0	1	0	3	4	2	2	6	5	4	5	7

REGULAR CLASS

	0 to .9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
	0	0	4	9	13	14	12	6	4	2	4	3	0
	0	0	1	5	12	14	13	9	6	2	3	5	1

46 A

Appendix C (con't)

READING

	LEARNING LAB	HOME INSTRUCTION	REGULAR CLASSROOM
Total gain in grade equiv. months	260.1000	94.6100	54.6000
Total hours logged in reading	7,439.5000	1,880.0000	2,523.0000
Total number of students	139	39	71
Average gain per student in grade equiv. months.	18.7100	24.2500	7.6900
Average gain per student in grade equiv. years	1.8710	2.4250	.7690
Average time logged per student	53.5200	48.2000	35.5300
Average gain in grade equiv. months per hour	.0349	.0503	.0228

Appendix C (con't)

OHIO AABEDC MODULE, 1969- 70

MATHEMATICS - PRE AND POSTTEST RESULTS
LEARNING LAB

137	MEDIAN	0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
Pretest	6.0	3	6	9	11	16	23	17	21	13	8	7	3	0
Post Test	7.8	0	3	4	7	9	12	19	21	19	11	14	13	5

HOME INSTRUCTION

39	MEDIAN	0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
Pretest	7.2	1	0	1	3	2	3	8	5	8	3	1	3	1
Post Test	8.9	0	0	1	0	3	2	4	3	9	2	1	5	9

REGULAR CLASSROOM

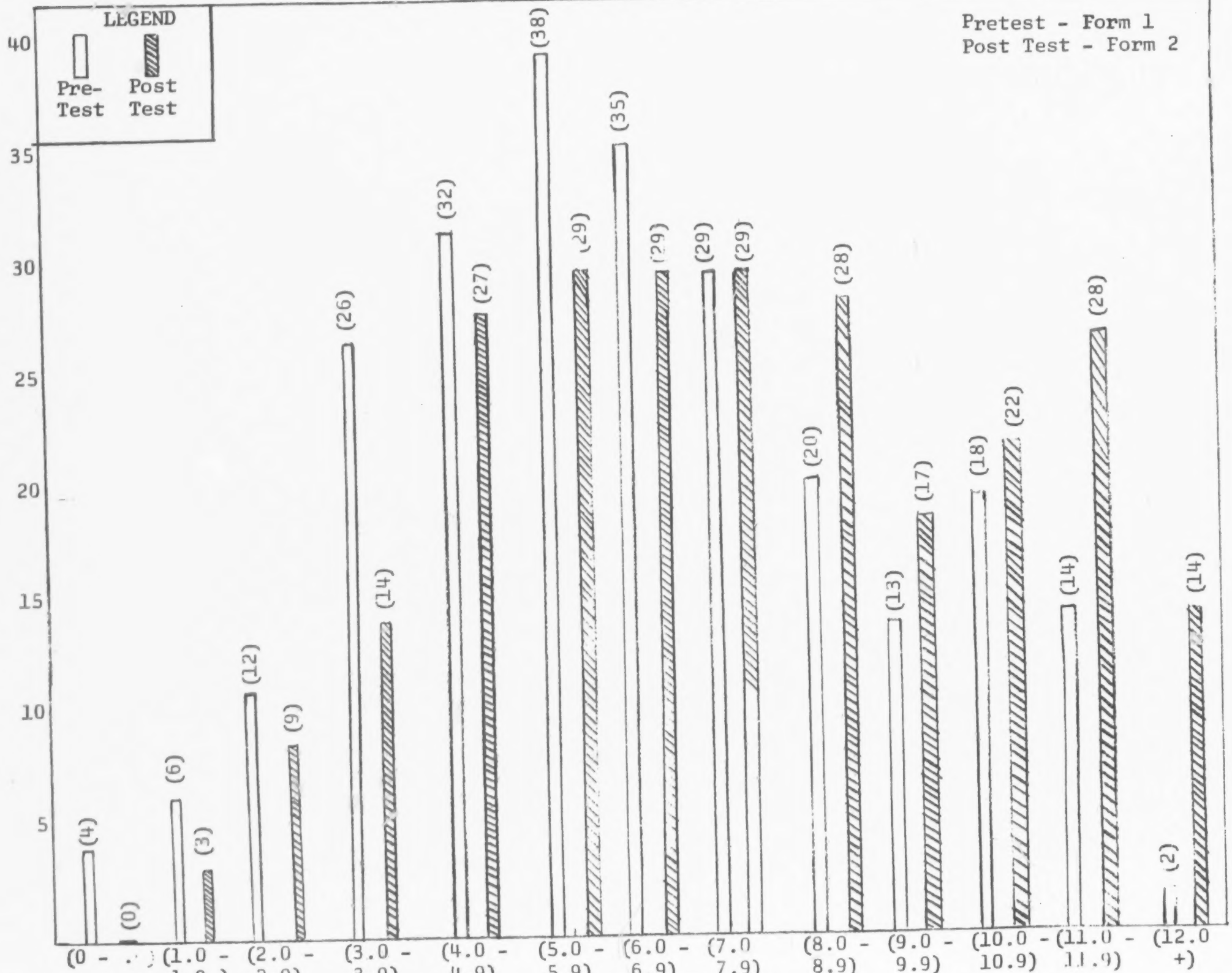
70	MEDIAN	0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 +
Pretest	6.4	0	0	2	3	7	17	14	11	6	7	2	1	0
Post Test	7.2	0	0	1	3	3	12	15	12	8	7	4	3	2

MATHEMATICS

	LEARNING LAB	HOME INSTRUCTION	REGULAR CLASSROOM
Total gain in grade equiv. months	233.5000	76.5000	62.9000
Total hours logged in mathematics	5,636.5000	1,828.0000	2,546.0000
Total number of students	137	39	70
Average gain per student in grade equiv. months	17.0400	19.6100	8.9800
Average gain per student in grade equiv. years	1.7040	1.9610	.8980
Average time logged per student	41.1400	46.8700	36.3700
Average gain in grade equiv. months per hour	.0410	.0410	.0247

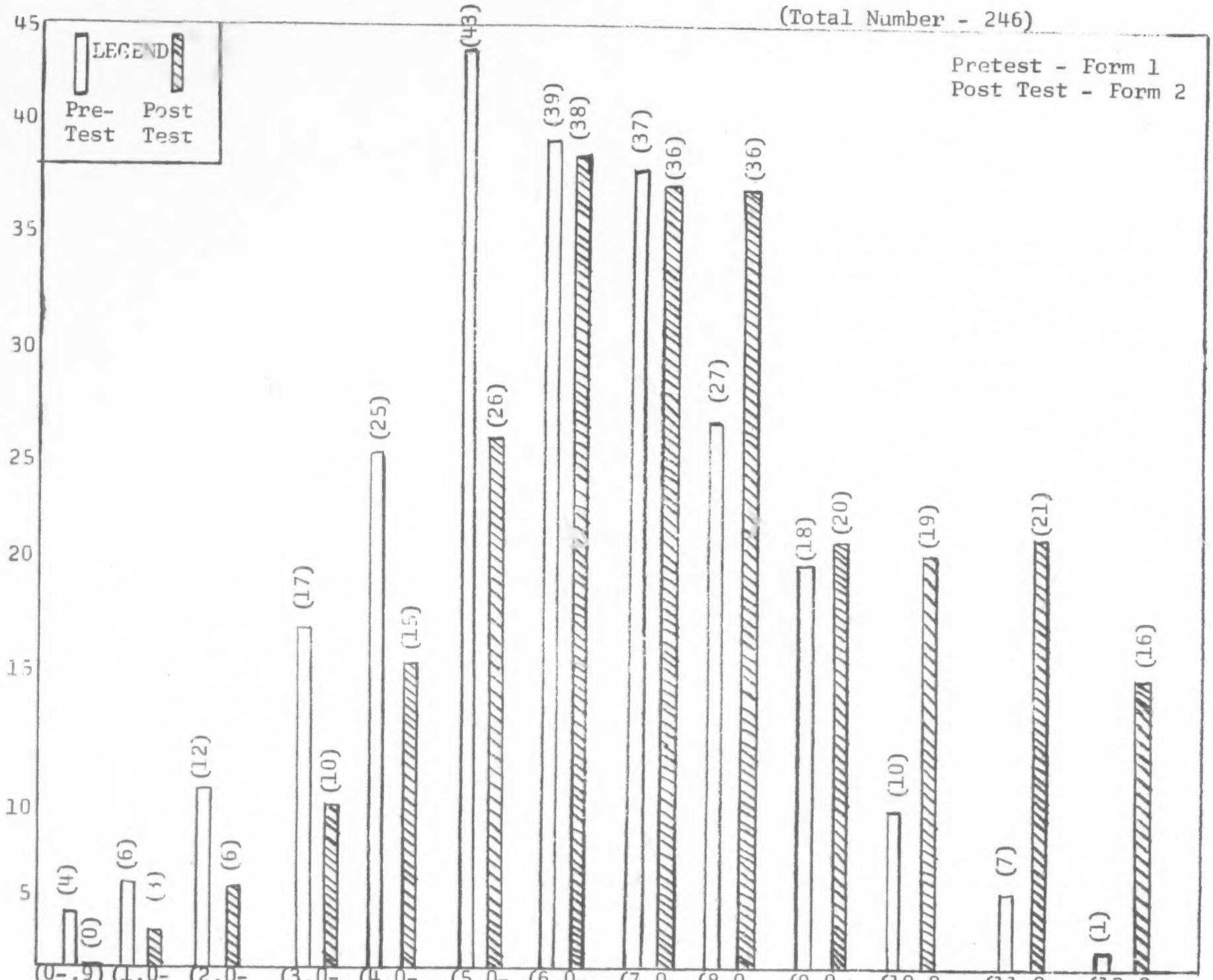
READING - PRE AND POST TEST RESULTS

Total Number Scores Recorded on Pre and Post
Tests of Adult Basic Education, Levels "E", "M", and "D" (Total No.-249)



MEDIAN= Pretest = 6.2 grade equiv. Post Test = 7.4 grade equiv. GAIN = 1.2 Grade Equiv.

MATHEMATICS - PRE AND POST TEST RESULTS
Tests of Adult Basic Education, Levels "E", "M", and "D"



Pretest Median = 6.0 Post Test Median = 7.8 Gain = 1.8 Grade Equiv.

APPENDIX D

Union, Ohio 45-6 YC
April 23, 1970

Dear Mr. Ways,

I am writing a few to tell you all about my new teacher Mrs. Bonnie Wamsh. She is very nice and very understanding. She gets right to the point and explains the lessons very clearer. I thank you would like her very much.

Your friend,
Mrs. Shirley Mays

Dear Mrs. Bopst,

As a student of the Adult Education Home Schooling, I would satisfactorily recommend this schooling to anyone who wishes to finish high school.

The convenience of my education coming to my door was great. I had no worry about traveling to school or getting a baby sitter. I liked my teacher very well; therefore, I was able to learn more rapidly.

I feel through home schooling, I have learned as much as a student who completed his education in public school.

Yours truly,
Mrs. Eleanor Tomlison

Ohio 45690
May 29, 1970

Dear Mrs Bapst,

I was very much pleased with my schooling this year.

I want to thank you for your concern and teaching me to acchieve a better education this Past year.

I especially liked the fraction and decimal work books. The step by methods and Methods Made it easy for me to catch on.

The 5.th R eading was very good I liked the answers where I could grade them myself and go back and see what I missed and look up my mistakes.

The English was also easy by step by step methods I feel I have learned more this past year than I ever thought I could.

Thanks very much

Your Student
Rosetta Schramm

Dear Janet,
I have been in home study since Oct. I have learned a lot. I liked the math books I worked in better than the english books. I went to the class at school last year. I like the class at home better because it was more convenient. Have more time to study at home and less noise.

Sincerely,
Dora Jean Scaff

Virginia Eileen Montgomery
Route 1
Crown City, Ohio

To Whom it may Concern:

I am writing in regards to what I thought of the high school coarse I took last winter. It was good epperience and whether I passed my exams or not I'll never regret taking the Coarse. I had a good instructor and when I couldnt work out problems of anykind, she always took time to help me work them out. The classes were something to look foward to every week and a good refresher on things I'd forgotten since I quit school. I enjoyed every minute of my studies and classes.

Eileen Montgomery.

RR 1. Patriot Rt.

Dear Sirs:

I can not begin to tell you how much I have enjoyed the home cowask that I have taken since September, 69. I have had a lot of problems since then. Bonnie Waugh has been my instructor. I cannot begin to tell you how I feel about her. She is one of the most wonderful persons I have ever met. She has done so much for me. I hope to continue in this coorse as long as I can.

Sincerly
Margeret Miller

May 22, 1970

To whom it may concern,

Recently I took part in an adult education class. I had a home course. I had a teacher that came around and we went over the work that was given to me each week.

This teacher was a pleasant person to be with. She treated you like you was just a neighbor. By this she did not try to show at anytime she was above you or below you. She treated everybody equal. Many have spoke of her favorably. I am a white person, but I have spoken with the colored people about her, and they say she is just wonderful. I dont believe I could have had a better teacher.

The books and workbooks that were loan to me to use, helped me a great deal. For I had been out of school for 13 years. If I had had to buy these I would never have been able to because I am on a income. These books aroused my interest in reading. I read a great deal more now then I did before. I even find myself memorizing some of the things I read. To my opinion my speak has improved by this I mean some of the

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Recently I took part in an adult education class. I had a home course. I had a teacher that came around and we went over the work that was given to me each week.

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The books and workbooks that were loan to me to use, helped me a great deal. For I had been out of school for 13 years. If I had had to buy these I would never have been able to because I am on income. These books aroused my interest in reading. I read a great deal more now then I did before. I am fine myself memorizing some of the things I read. To my opinion my speak has improved by this I mean I dont use some of the poor english slangs I did before.

I also thing that the treat that was given to the small children at home was a very nice thing to do. I believe that to many people forget small children. The Lord says that they are as precious gems, and mine are this to me. I thank you again for thinking of little children.

In this letter I have stated some things I liked about this program. I am in favor of this program.

Sincerely yours,
Patsy Jennings

APPENDIX E

READERS

LEVEL II-- 7

LEVEL III- 9

OHIO AABEDC

STUDENT EVALUATION
of

READING MATERIAL

Story Title "DIRT"

Reading Time 3min. to 11 min. average 5.6 min

CIRCLE ONE OF THE ANSWERS:

1. Was the story

a. Interesting?	Very 3	Somewhat 11	Not 2	
b. True to Life?	Very 12	Somewhat 2	Not	No Response- 2
c. Too Long?	Yes	No 15	NR-1	
d. Too Short?	Yes 4	N: 11	NR-1	
e. Difficult to read?	Very	Somewhat	Not 14	NR-2

2. If the story were to be put in book form, do you think

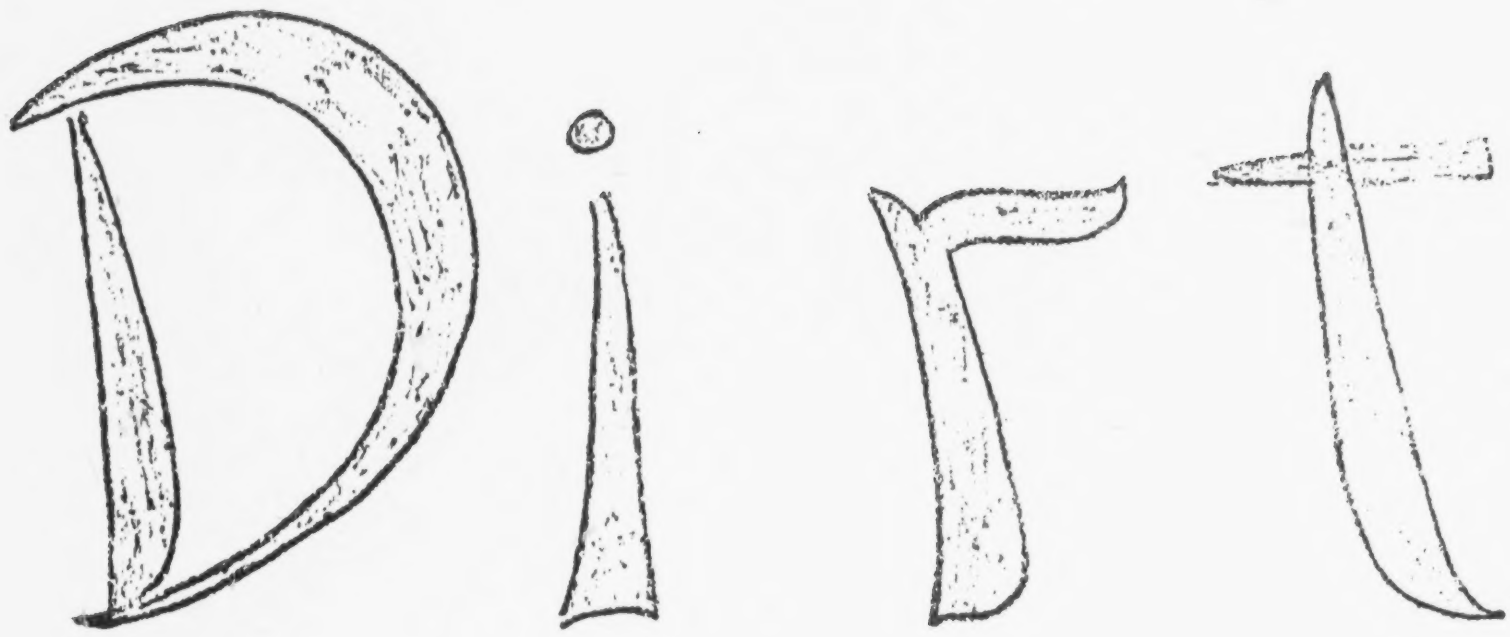
f. Pictures would help make the story more interesting?	Yes	No 4	NR-12
g. It should be improved?	Yes 4	No 4	NR- 8

If yes, How? No responses

3. List any words you found difficult to read or understand.

no responses

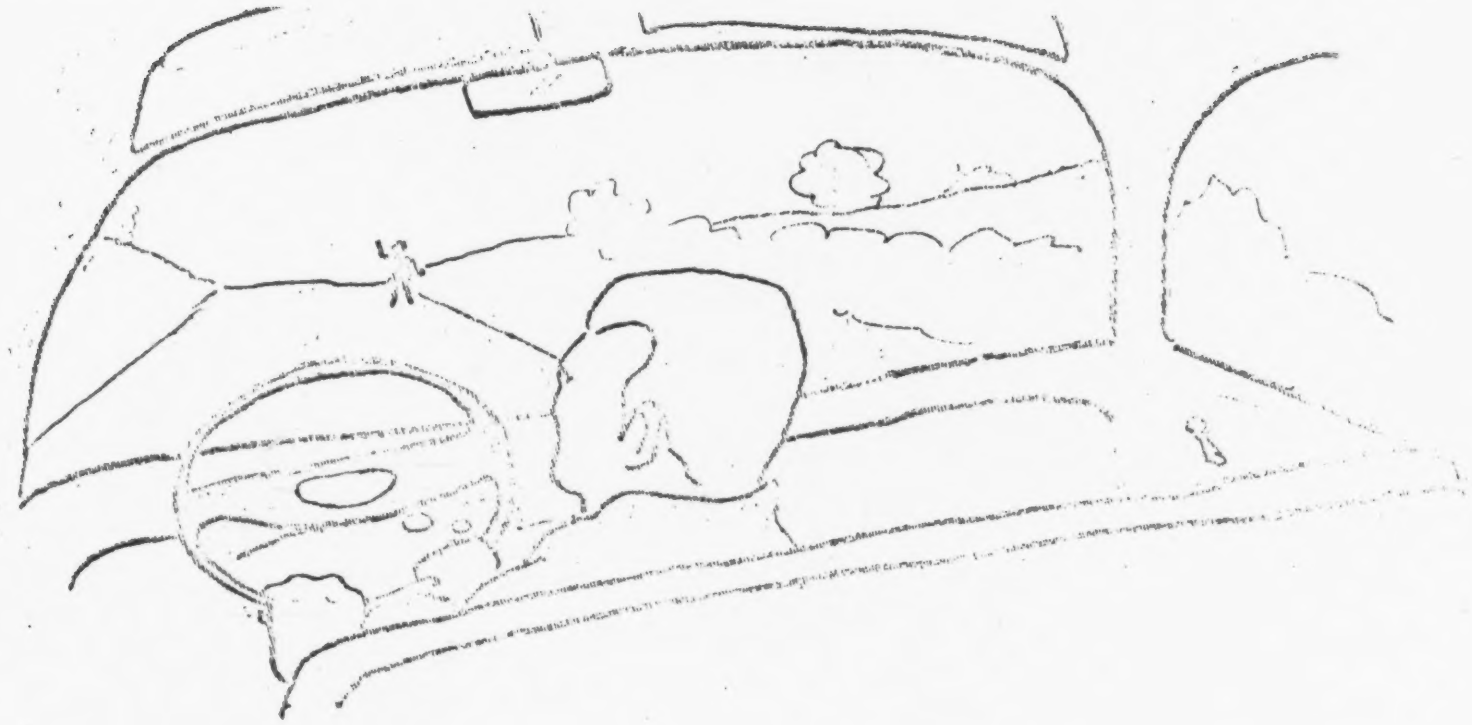
(USE OTHER SIDE, IF NECESSARY)



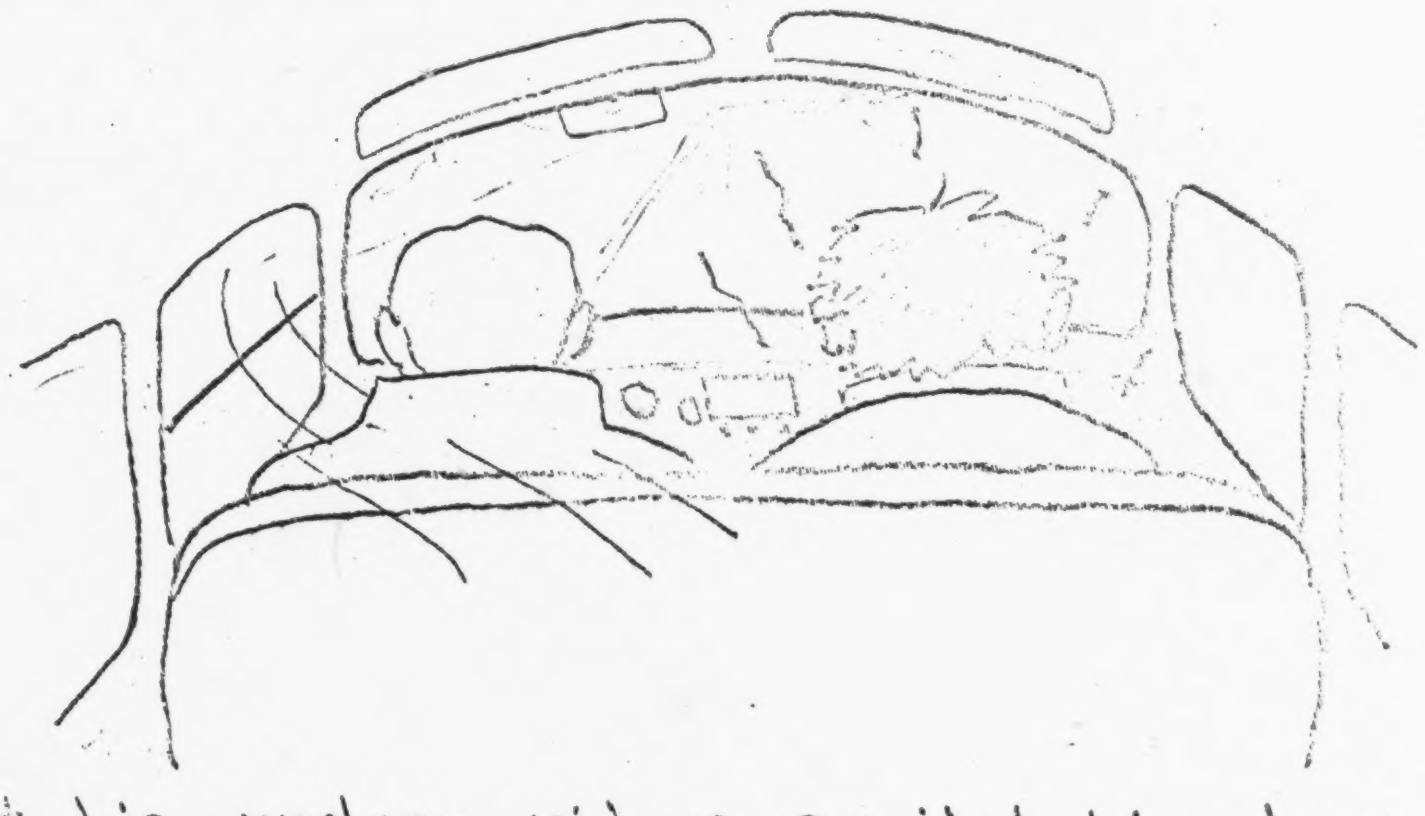
Carl Shamhart

IT DOES HAPPEN

Our health books give us many reasons why a clean body is more healthy than a dirty one. This article is about how dirty bodies affect other people.



Leslie felt good on his way to town -

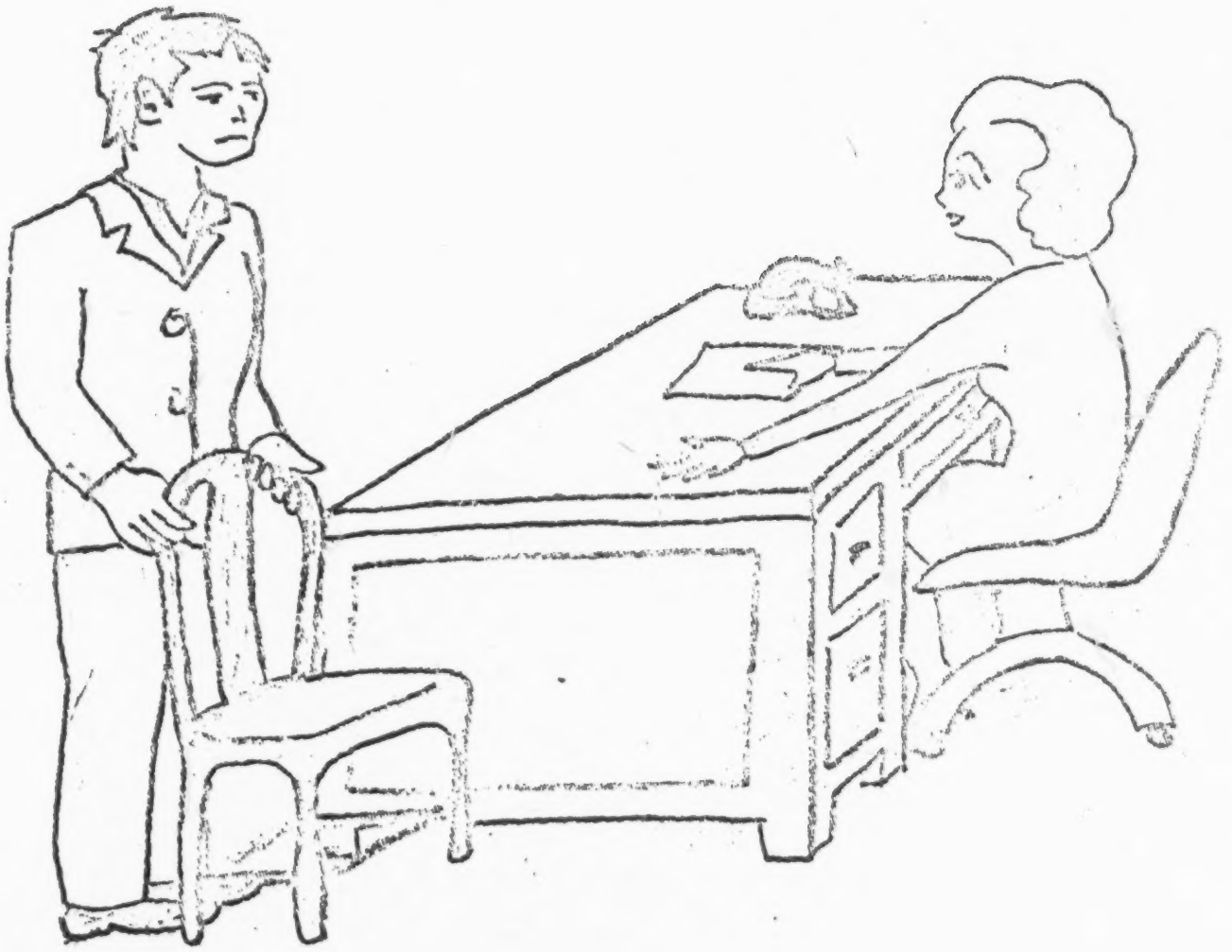


But his unclean rider spoiled his day.

CASE NUMBER 1

Leslie Johnson was driving to town one morning in January. It was a cold day but he had his heater on and was playing the radio in his car and was feeling good at heart.

As Leslie topped a hill, he saw this fellow thumbing. He stopped and offered him a ride into town. Leslie noticed the man was not too clean and needed a shave, but this didn't bother Leslie. He would be looking at the road anyway. Leslie soon found out the man needed more than clean clothes and a shave. As soon as the car door was closed Leslie began to smell the man; and in the closed, warm car, the odor got worse by the minute. Leslie opened the car window a little to help. When he did this the cold January air blew across his head and gave him the stiff neck. What started out to be a pleasant ride into town for Leslie had now become a pain in the neck all because a grown man didn't have enough consideration for other people to keep himself clean.



Elizabeth wanted to help the man -

But his poor bathing habits made her job very unpleasent.

CASE NUMBER 2

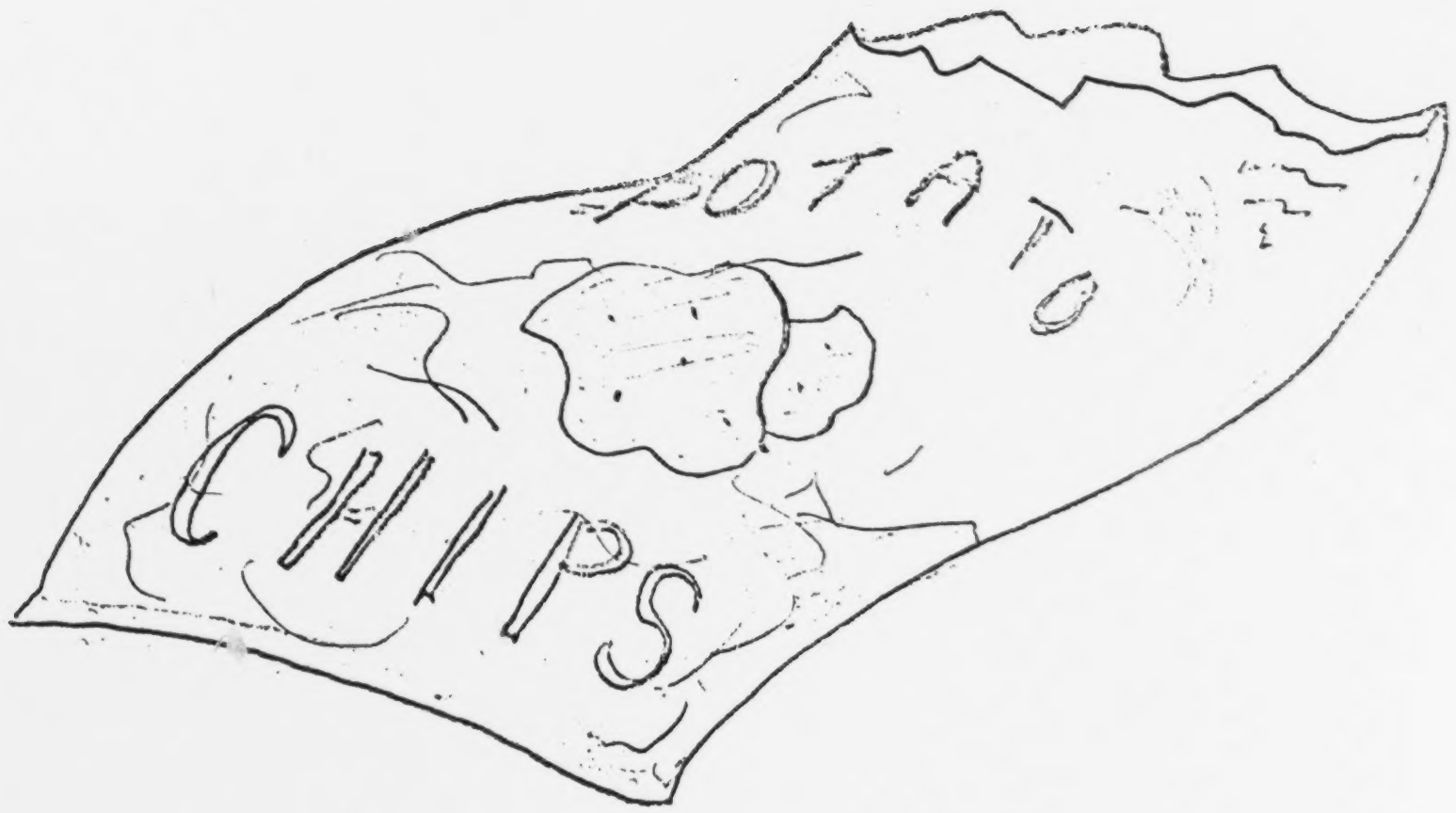
Elizabeth Sheets worked in the Social Security Office. Elizabeth's job was to interview people who were applying for social security benefits. Elizabeth had a chair by her desk where the people sat when they were being interviewed. These interviews usually took from 15 minutes to one hour to get all the necessary information.

One morning a young man came into the office to file for a disability claim. When he first sat down, Elizabeth thought he was older than he was because of his heavy beard and shaggy hair.

It was obvious, from the appearance and odor of the man, that it had been some time since he had bathed, shaved and combed his hair.

At first this didn't bother Elizabeth. She thought the interview would not take long; but as time passed, Elizabeth could hardly keep her mind on her work due to the unpleasant odor. Elizabeth didn't smoke; but she bummed a cigarette and light from the woman at the next desk, thinking this might help. All the cigarette did was give Elizabeth a headache. So what could have been a routine interview was now a headache because of an inconsiderate young man too trifling to keep himself clean.

Mary wanted to be kind to everyone



But a mans dirty hands and clothes caused her to toss away her chips.

CASE NUMBER 3

Mary Jacks was a little five-year-old girl who liked everybody from babies to old folks. One day Mary was out in the yard with a bag of potato chips when she saw a man walking up the road.

Mary had seen the man from a distance many times but had never seen him really close. She knew he lived down the road a piece and passed her house every week or so. Being an unselfish little girl, Mary ran out to the road and offered the man some of her potato chips.

As he reached into the bag, Mary wished she had not offered them to him. His hands were very dirty. Not the kind of dirt you get while working - but the kind of dirt that builds up from not washing. The sleeve of his shirt was hard and slick where he had used it to wipe his nose rather than using a handkerchief. He pulled a handful of potato chips out of the bag, thanked Mary, and went on down the road.

When Mary reached into the bag for more chips, she could not take any. She still saw the crusty hands and the dirty sleeve. It bothered her so much she could not eat anymore of the potato chips. Too young to understand, she wondered why the man's Mommy didn't make him clean up.

The three cases mentioned here are only a few. Each day there are many like them. It happens in schools, churches, offices and homes. In most cases, there is no reason for it happening. We live very close to one another these days, and it is up to each one of us to not neglect our cleanliness to the point where we make life unpleasant for the other fellow when we are around him.

Don't let it happen to you, please.

READERS

LEVEL I ---- 4
LEVEL II ----14
LEVEL III----11

OHIO AABEDC

STUDENT EVALUATION
of

READING MATERIAL

Story Title BOB'S PROBLEM

Reading Time 2 min. to 22 min. average 7.4 min.

CIRCLE ONE OF THE ANSWERS:

1. Was the story

a. Interesting?	Very	5	Somewhat	14	Not	6	NR-4
b. True to Life?	Very	2	Somewhat	19	Not		NR-8
c. Too Long?	Yes	0	No	26	NR-	3	
d. Too Short?	Yes	4	No	22	NR-3		
e. Difficult to read?	Very	0	Somewhat	2	Not	24	NR-3

2. If the story were to be put in book form, do you think

f. Pictures would help make the story more interesting?	Yes	0	No	0
g. It should be improved?	Yes	9	No	12 NR-8

If yes, How? _____

_____

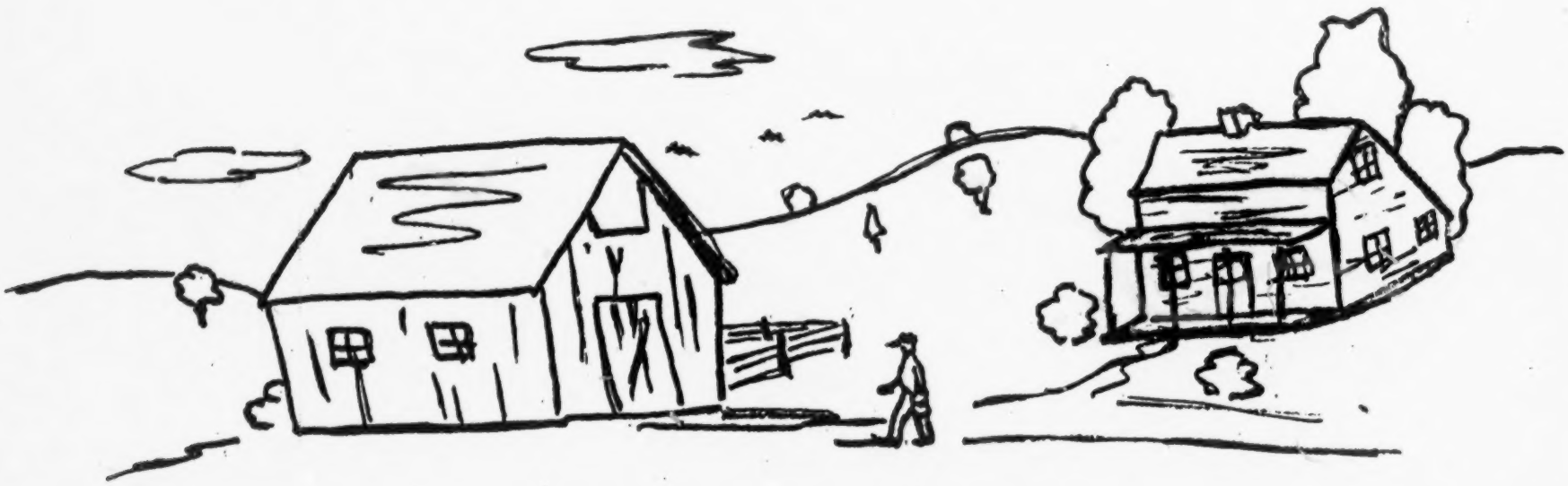
_____

3. List any words you found difficult to read or understand.

forenoon -3	careless-2	sticking-3
wilted-3	realize-2	veterinary-3
providing -2	throwing-1	neighbor - 2
pasture -2	oily -1	infection -2
lying -2	hind-1	littered - 3
minnow-2	swollen - 2	completely -1

Bob's Problem

Bob Harness went out to the barn to milk his cow Bossy. Bob had raised Bossy from a calf and the family depended on Bossy for their milk and butter. Bob only worked part time in paper wood and did not make too much money. So he raised a garden and kept a cow to help cut down on the cost of providing for his wife and three children.

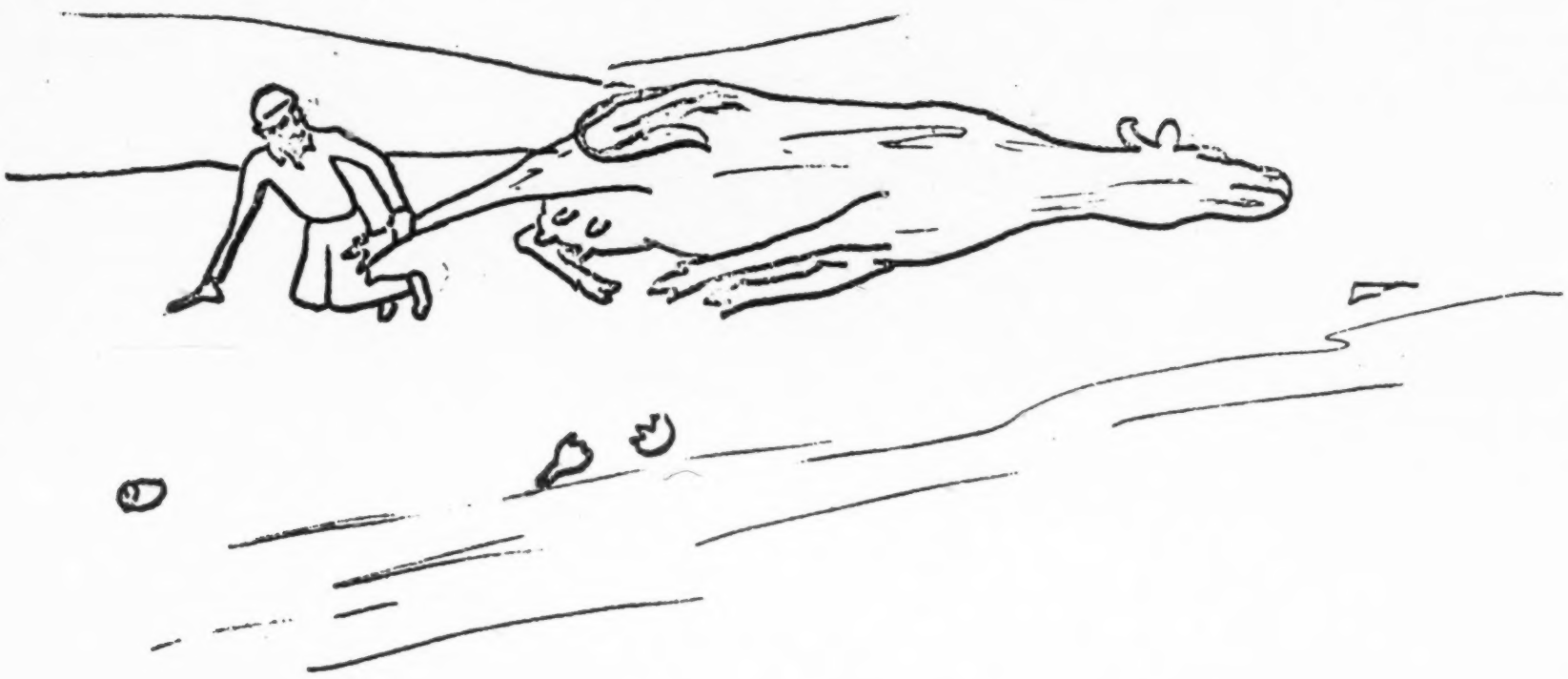


Bossy was always waiting for Bob at the barn but this evening she was not there. After a few minutes Bob decided to go look for her. It had rained hard in the forenoon, and Bob thought maybe a limb had blown off the wild cherry tree in the pasture. If Bossy had eaten the wilted leaves she would be poisoned.

Bob went up the hill to where the wild cherry tree stood but no limbs had been blown off. Bossy was nowhere around so Bob decided to go look by the creek where Bossy got her drinking water.

When Bob was a boy this creek had been clean and clear and full of minnows. The past years people had been dumping trash in a hollow about a mile up the road and the trash had been washing into the creek making the water dirty and oily. The minnows had all died out and Bob was worried about Bossy drinking the water.

As Bob got near he saw Bossy lying on her side by the creek. He first thought she had gotten sick from the creek water. But as Bob got closer he saw Bossy had something wrong with her right hind foot.



Bob bent down to get a better look and saw a large piece of glass sticking out of her foot. He got hold of the glass and tried to pull it out but it broke off where he could not get hold of it again. Bossy would not get up with the glass in her foot so Bob had to milk her as best he could while she lay there on the creek bank.

Bob worried that night as to what he should do. The next morning Bossy's foot was swollen and the skin looked red. Bob had no phone so he did not call a veterinary that morning.

When Bob got home from work that evening he went to a neighbor's and called the veterinary. The veterinary gave the cow a shot for infection and removed the piece of glass from her foot. This cost Bob $10.00.

In a few days Bossy was up and able to get around a little. Bob looked at the littered creek with its rusty cans, broken glass, and dirty

water and wondered if careless people would ever realize how much trouble they are causing by throwing their trash in the hollow up the road. How long would it be before he would have another veterinary bill or lose Bossy completely?

If you were Bob what would you do?

READERS

LEVEL II - 16
LEVEL III - 27

OHIO AABEDC

STUDENT EVALUATION
of

READING MATERIAL

Story Title TOM BARNES, PARTTIME TOBACCO FARMER

Reading Time 12 min. to 66 min. average 21.4 min.

CIRCLE ONE OF THE ANSWERS:

1. Was the story

a. Interesting?	Very	24	Somewhat	12	Not	2	NR- 5
b. True to Life?	Very	17	Somewhat	11	Not	2	NR - 13
c. Too Long?	Yes	9	No	31	NR - 3		
d. Too Short?	Yes		No	41	NR - 2		
e. Difficult to read?	Very		Somewhat	1	Not	40	NR - 2

2. If the story were to be put in book form, do you think

f. Pictures would help make the story more interesting?	Yes 29	No 9	NR - 5
g. It should be improved?	Yes 4	No 37	NR - 2

If yes, How? More detail about the raising of tobacco.
add pictures , make letters bigger - easier to read

3. List any words you found difficult to read or understand.

none listed

(USE OTHER SIDE IF NECESSARY.)

TOM BARNES

PART-TIME TOBACCO FARMER

Chester L. Berry, Teacher,
Manchester, Ohio
Ohio Demonstration Research Project

RENTING THE GROUND

Tom Barnes had a pretty good job. He worked as a mechanic in a service station in town. It paid him enough to live on, but he couldn't buy the little ''extra'' things his family had been wanting. He had one day a week off, and most of his evenings. If only he could get some part-time work to help him out.

It was a lucky day for Tom the day he greased Bill Layman's truck. Bill was talking about his neighbor, Jake Downing. Jake had a two acre tobacco base and couldn't find anyone to raise his crop for him. Jake had all the equipment to do the work; but after that heart attack last fall, he wasn't able to raise the

crop. He wanted to rent the tobacco ground to someone else.

The next day was Tom's day off so he made a trip out to Jake's farm. Tom had known Jake since he was a boy. They had grown up on adjoining farms. Jake knew that Tom had the knowledge to raise tobacco, but he wanted to know how Tom could get time off to house it. Tom said that he could take his week's vacation anytime and he would use it for housing the tobacco.

Jake said they would share fifty-fifty in the crop. He would furnish the equipment and the fertilizer. Jake said that he would buy two ton of high nitrogen fertilizer. Tom would have to do all the work and pay for any additional help that he might need. Tom was very happy to have this chance. He had always wanted to farm. He just hadn't been able to get any kind of a start and farming seemed to be getting harder every-day. With a family, he had to keep his job at the filling station.

Jake showed Tom where they would probably have the best crop. Tom felt that he should take Jake's advice for Jake knew his farm better than Tom did. They could easily get a two acre patch of good ground out of the field Jake had picked. Tom thanked

Jake and told him that he would be out the following week to get ready to make the tobacco bed. Tom went home feeling that at last he had a chance to do something that he had really wanted to do for a long time.

MAKING THE BED

The next week when Tom got his day off at the service station, he headed out for Jake's farm early. He hooked Jake's tractor up to the wagon and headed for the woods. Tom knew there would be a lot of limbs and tree tops laying around that he could gather. It would take several loads to burn the size bed that he had planned. Jake and Tom had picked a spot that faced the south side and would catch the morning sun.

Tom stepped off the bed, twelve feet wide and one hundred feet long. He used Jake's tractor and plow to turn over the sod about six inches deep. After the sod dried for a little while, he ran the disk over it. He had plenty of room to pile the fire wood along the side of the bed.

Tom was going to pile the whole bed and set it on fire. He had seen beds burned by piling the wood on an old harrow, setting the wood on fire, and then slowly pulling it down the bed. Jake didn't have an old harrow and Tom knew that running the tractor down the bed could make some hard places anyway. He would just burn it by hand.

Toward the middle of the afternoon, a good breeze had started to blow. Tom had all the wood piled on his bed so he started his fire burning in several places. He had brought some old tires from the service station to throw on the wood to get a good fire burning. It took a lot of raking and use of the pitch fork, but toward evening, the bed was burned with just a few piles of coals left burning along the edge. It had burned well and this would kill weed seeds and any disease that might be in the soil. Tom told Jake that he would be out the next evening after work to sow the bed.

Tom hurried out to Jake's farm as soon as he got off work. He had told his wife that he would eat after he got back. Tom wanted to sow his bed while there was plenty of daylight to see. Jack got the seed, a couple of bags of fertilizer, an old tub and a bucket. He put them in the back of his car and headed for the bed. He dumped one of the bags of fertilizer in the tub and added a level teaspoon of seed to it. That sure didn't look like much seed;

but Tom had heard it was best not to get the seed too thick as it would cause the plants to be spindly. Tom mixed the seed thoroughly and then put some of the mixture in the bucket. Using his hand he scattered it as evenly as possible over the bed. He had raked the bed to remove clods and pieces of unburned wood. After sewing the whole bed, he ran over it again lightly with his rake.

Tom decided he still had time to put the cotton on that evening. Jake had an old one left from last year. It was in pretty good shape. Then Tom cut some pieces of number nine wire about eight inches long to pin the cotton down around the edges. He took some pop bottles and put them down the middle of the bed by sticking the necks into the ground. These pop bottles would hold the cotton up from the ground when it got damp from rain or dew. It gave Tom a satisfied feeling to see his bed completed. Now if only the seeds would grow and the weeds wouldn't.

Three weeks later Tom had many plants grow ing well; but among them were some very healthy weeds. He recognized the usual foxtail, lambs quarter, wild sorrel and dock. To keep from mashing the little plants, Tom filled an old burlap sack with straw. He could lay

this on the bed and then, kneeling on it, pull out the weeds. He wasn't very happy over the fact that he had to do this but after several evenings, he had a clean looking bed. Now it all depended on good growing weather, sunshine and plenty of rain. Tom could turn his thoughts to getting his tobacco patch ready for the plants.

SETTING THE PLANTS

Tom plowed his tobacco patch so that it would drain well. It was important that water would not stand on the plants after they were set out. He disked the ground a couple of times and then got out Jake's wheat drill to put the fertilizer into the ground. He was not going to mark off any rows as this could be done as the plants were set. Tom was going to use one of Jake's neighbors during setting and housing his crop. These are two times when a tobacco farmer can readily use more help.

The first week of June had turned warm and fairly dry. Tom's plants were now a beautiful bed of spring green and they were now about eight to ten inches tall. On Tom's day off, he had his family out at the bed pulling plants and bundling them in burlap sacks pinned with nails. By noon, they had pulled enough plants to set

about two-thirds of the patch. Jake's neighbor arrived with the setter in the early afternoon.

The neighbor was going to drive the setter and Tom and his wife were going to ride the setter and drop plants. They filled the setter with water at a nearby creek. Tom and his wife got used to the setter. There is a certain (rhythmic) beat to placing plants into the setter. Every now and then one dropper or the other would get mixed up and miss a click. Tom's little girl would set a plant into the proper place whenever one missed.

As they rode the setter Tom told his wife about the many times at home when they set their tobacco crop on a season. This would mean waiting until after a good

rain had fallen and then setting the plants by hand in a marked off row. Much of the work in tobacco then was by hand or horse. By evening the plants had all been used up and Jake's neighbor told Tom he could get enough plants from his bed to finish the setting the next day. Tom decided to take the next afternoon off and get the rest of the patch set.

The next day the plants set the day before had all wilted to the ground. It was natural for this to happen. In another day or two they would be alright. Tom finished setting that next afternoon and now all he needed to worry about was wire worm or a hard beating rain. He would go over the patch in a week or so and reset any plants that had failed to life. As soon as the plants were all standing up well Tom planned on plowing the rows to get rid of the tracks made by the tractor and setter. It would also loosen the ground and help the plants to grow better.

TENDING THE CROP

Tom cultivated his tobacco every time he thought the ground was drying out and getting crusty. Loose soil holds moisture better than hard packed soil. He always tried to get it plowed as soon as it was dry enough after a rain. There had been quite a bit of rain and the plants were really growing and spreading out between the rows. The weather had been extremely hot the first week of July, and one day after a big rain one corner of the patch did not drain out well enough. This caused a few of the plants to scald down. They were going to live but it had hurt their growth.

As much plowing as Tom had done you would have thought that he wouldn't have had any weeds. Rain made tobacco grow but it also made weeds grow, expecially in the rows between the plants. Pursley and fox tail were the big culprits. There was nothing left to do but grab the hoe or ''gooseneck'' as Tom's dad had so fondly called it. It took many evenings and some help from the kids to get all the weeds chopped out, but finally it was done. Cutting out the weeds had also given them a chance to pull dirt around any of the plants that were shanky.

While they were hoeing, Jack had noticed some of the

plants had holes eaten in the leaves. He knew this was a good sign of tobacco worm, large green caterpillar with little stiff blue or red tails sticking up. He told the kids he would give them a penny each for every worm they caught. They would have to go to the patch early in the mornings to find them as this is when they would feed on the plants.

The tobacco had been set just about a month when one of the farmers from the community came to Tom's house and told him that he would like to measure Tom's tobacco patch for the A.S.C. Office. This is the Agricultural Stabilization Committee which is the government agency that controls tobacco allotments. Tom told him that he could help him that evening. They drove out to the patch and the man got out his tape or chain as it should

be called. Tom's patch was almost square so it would be easy to measure. The farmer measured the length and the width. He then gave the figures to Tom and told him how to figure them. The measurements were in lengths so Tom multiplied them and counted off five places from the right. He found that he had out five hundredths of an acre to much. He was told that if his figures would correspond with the office's, he would be given a chance to destroy the excess tobacco. It would cost him a fee; but it would be worth it to get a clear marketing card. That would be one that would permit him to sell his crop without paying a penalty on it. Jack hadn't realized that all this business could be so involved.

TOPPING AND SUCKERING

Tom's tobacco crop had grown very well and was even all over the patch. It was a dark green in color and had spread until it was starting to get difficult to walk through the middles of the rows. Some of the bottom leaves on the plants were almost three feet long. It was almost the last of July and some of the plants were starting to show buds at the top. Jack decided to let most of the plants start to bud out and then he could top the whole patch evenly. He didn't care if some of them did flower out into full bloom. Breaking the tops of the plants off would cause the leaves to spread and grow longer, especially at the top of the plant. One big problem was that topping causes little suckers to start to grow where the leaves join the stalk of the plant. They look like tiny little plants. They sap some of the growth from the plants and they will not cure when the tobacco has been housed.

Tom could remember as a child at home having to go through the patch a few weeks after topping and breaking out these suckers at the top. Then in a week or so they would grow back at the bottom and all that work would have to be done over. It was a hot, uncomfortable job. Sometimes they would even grow back in at the top again and have to be broken out. Sometimes the farmers left one top sucker and this would then be taken out right before cutting the crop.

A new spray had been produced now that could be put on the plants just a few days after the topping and it would keep the suckers from growing. Tom made arrangements with one of the farmers he knew who had a ''high boy'', a tractor type implement that is equipped for spraying, to spray his patch. He didn't want any of that back-breaking suckering. It would also be very time consuming for him, and his spare time was scarce. Handling the plants now caused a smelly gum to form on the hands.

All Tom needed to do now was to wait for the plants to start turning to a pale green and yellow. It would then be time to cut and house the crop. One big thing that every tobacco farmer worried about, at this stage especially, is a hail storm. Tom had taken out crop insurance on his share of the crop so this helped to lighten the worry.

HOUSING THE CROP

Tom was really happy with the way his tobacco had grown. Most of it was as high as his shoulders and the leaves had completely filled up the space between the rows. Tom had realized with such a heavy crop Jake would not have enough sticks or room in his barn to hang it all. Jake had gone to a local saw mill and ordered three hundred oak sticks. They were one inch square by four and one-half feet long. Jake had sharpened them with a hatchet so they would be ready to use. Tom had gone to see one of Jake's neighbors about hanging some of the tobacco in his barn. All Tom needed now was to take a week off and find enough help to house his crop.

He had been asking around and he located three boys who liked to work by the day. Tom was going to have to pay them a dollar and a half an hour. It was more than he could afford but he had to have help in cutting and hanging the crop. His neighbor was going to help too then in turn Tom would help his neighbor with the housing of his crop. The boys got there early on Monday morning and helped Tom haul the sticks from the barn to the patch. By the time the dew had dried off enough for them to start dropping the sticks down through two rows end to end, it was nearly ten o'clock. Each man was going to cut two rows and throw the tops of the plants away from him.

They started cutting and it wasn't long until four stuck rows had been cut. Tom decided they would cut until noon; then they had better start hauling in and hanging right after lunch. They started loading as soon as they had eaten as it was very hot and some of the tobacco was sun burning.

Tom had them hang in the top of the barn first. He had some sheds on the sides to hang, but he knew he'd better get the highest part hung while he had the help. Sometimes day workers were not very reliable. The sticks of tobacco were heavy and hard to handle even though they had put only five stalks on each stick. They hung down between the rails apiece one tier under each other as they went. Some of the rails were a little crooked and wobbled as they walked them, so they had to be very careful.

When they were through with the first load and went back

to the patch, Tom decided to have the men pile the tobacco to help keep some of it from burning. He also knew they could not get it all hauled in. What he had to leave out would be piled and if it rained there wouldn't be as much dirt splashed upon it as if it were standing on the stick. Tobacco that was left out over night was much lighter and easier to handle. It would spread more easily on the stick and shake out better. This was due to the fact that it wilted better and did not break as much. By Thursday, Tom had the last stick hung in the barns. He now hoped for some warm, dry weather to cure his crop without house burning it. He kept all the doors and shutters open to let the air flow through. It was pretty much out of his hands now as to how it would cure.

STRIPPING THE TOBACCO

Tom was wanting some rainy weather around the last of October or the first of November so that his tobacco would come in case. He was going to strip by electric lights so he could do most of the actual stripping at night. When the first rain came, Tom went out to the barn that morning before work and opened the doors. The tobacco was all still rattlely but by evening, it should soften. He took one of his boys back out with him that evening to help. He would drop the sticks out of the rails and his son would pick it up and lay it in piles. Later when Tom felt he had enough down, he bulked it down. Some of it he took off the stick and tied into bundles, but part of it he left on the stick as there was so much sap in the stalks yet and he didn't want it to heat. He covered the piles

with some old rugs that Jake had and left it until the next evening.

Tom wanted to strip five or six hours each night. His wife planned to help him as much as possible. His oldest son wanted to help too. The little ones would stay home with their older sister. Tom carried in the bundles of tobacco and put them on the bench. His wife stripped off the lugs and passed the stalk on to his boy who jerked the tips or red off. This way they could hold most of the leaves as they stripped and keep them tied into hands. As Tom was stripping the largest part of the leaves from the stalk, he would tend to get behind once in a while so he would lay some leaves back to be tied later. Tom also was putting the sticks in and out of the two presses and bulking the pressed sticks out in the barn. His son kept the stripped stalks tied up and stacked outside the stripping room.

The tobacco had cured very well with just a tinge of green now and then where it had sunburned. Tom was well pleased with his crop as it seemed to have good weight to it and none of it was in too high of a case. After three weeks, Tom was finished with the major part of stripping. All that was left to do was to clean up the stripping room. They dug out the green tinged leaves that had been thrown under the bench and tied them into

hands. Tom had done a smoother job of tying than his wife or son, but he told them that this wouldn't affect the selling price. Now that it was all pressed and bulked Tom would have to make arrangements to have it hauled to the nearest tobacco warehouse. The Burley Market was about to open and Tom wanted to be on the first sale.

SELLING THE CROP

Tom made arrangements for a trucker from town to load his crop some evening after work and haul it into the warehouse. His boss had given him the next day off so that he could be there when they graded, basketed, and weighed his crop. He was surprised at how large his baskets were; but the grader assured him that it was a good crop and should bring top price. It was weighed and then placed on the warehouse floor in a row for selling. They started with his baskets of trash, then lugs, and last came the red. He had decided to keep his small basket of green at home and sell it on a later sale. He could haul it easily enough in his car.

Tom took his copy of the weigh bill and his marketing card to the warehouse office. There the bookkeeper

figured up the hauling costs and wrote the trucker a check. This would be deducted from Tom's share after the crop was sold. Tom was really surprised that his tobacco had weighed out at better than a ton to the acre. He could remember that his father had never raised this big of a crop. Jake was well pleased too. The bookkeeper told them that it would sell on Tuesday morning of the next week. Jake and Tom both planned on being there.

Tom took Tuesday morning off, and Jake and he got to the warehouse early. They wanted to be there when the government grader put their grade on the tobacco. The trash and lugs had been given the top government grade, but the red had not. Tom figured that the government tobacco pool would get most of his crop.

All of a sudden there was a racket on the front side of the warehouse and Tom knew that the sale had started. The warehouse sales manager would start each basket at one cent over the government grade price. Then the auctioneer would take up his chant and the buyers for the different companies would walk along and give a sign if they wanted the basket. The market sales manager would then come behind and mark down on each basket ticket who bought it and for what price. Tom wondered how in the world he knew what they were saying. He couldn't tell even though he listened as closely as possible.

Now they were on his row and before Jake or Tom either one knew it, their crop was sold. They looked at their tickets and every basket except the red had been bought by a company. They both felt like their red was pretty good so they decided to reject that basket and put it on the next sale. This meant that they would have to wait about a week to sell it again. They waited around in the warehouse office until noon and then the bookkeeper called out their names as their checks were ready. Tom was happy with what his extra effort had made him and that Jake was so well pleased.

The next week Tom and Jake did not go to the warehouse when their red basket sold but it made four cents on the pound, They were glad they had rejected it from the first sale when they got their checks through the mail. It seemed as though all the work in the tobacco crop had taken up all of Tom's spare time. Now, however, all of it was worthwhile as Tom was going to be able to get some of the things they had needed but could not afford. It looked as if his children would have a happier Christmas than usual.

LOOKING AHEAD

Tom was elated the next Sunday after the last of the tobacco had been sold. Jake dropped by the house to ask him if he would consider raising the tobacco again the next year. Jake was pleased with the good that Tom had done that year. Tom was sure he would like to try it again. He told Jake that he felt a lot of the success of the crop had depended upon the weather. Tom knew how the extra income had helped them out this year and he was sure there would always be those unexpected expenses for things that his family would need.

It seemed funny to be thinking about the next year's crop ahead. That was the way with tobacco raising. It is a year-round job. No sooner is one crop sold then it's time to be thinking about next year's crop. The warehouse had even given him a packet of tobacco seed to sow for the coming year. It looked like Tom was going to be a tobacco farmer for another year.

READERS

LEVEL II --5
LEVEL III -21

OHIO AABEDC

STUDENT EVALUATION
of

READING MATERIAL

Story Title THE BAKERY IS MY BUSINESS

Reading Time 12 min. to 60 min. average 24 min.

CIRCLE ONE OF THE ANSWERS:

1. was the story

a. Interesting?	Very	12	Somewhat	14	Not	0
b. True to Life?	Very	21	Somewhat	5	Not	0
c. Too Long?	Yes	2	No	24		
d. Too Short?	Yes	5	No	21		
e. Difficult to read?	Very	0	Somewhat	1	Not	25

2. If the story were to be put in book form, do you think

f. Pictures would help make the story more interesting?	Yes	24			No	2
g. It should be improved?	Yes	1			No	11 NR 14

If yes, How? none listed

3. List any words you found difficult to read or understand.

none listed

(USE OTHER SIDE. IF NECESSARY.)

THE BAKERY IS MY BUSINESS

By: Chester L. Berry
Teacher, Manchester, Ohio
Ohio Demonstration Research Project

OFFICE INTERVIEW

The small bakery had been a going business in the town where Pete Burns lived for many years. Pete couldn't remember when it wasn't there. It had changed some during his life-time, but it was still in operation. After unsuccessfully holding down five jobs in the past eight years, Pete decided maybe he would try to get on at the bakery. However, he knew that several of the workers had been there for a long time, and he wasn't sure there would be any openings. He knew many of the men who worked there. They seemed to like it O.K. They made out all right as far as a living goes.

Pete was twenty-five and had just married. They were going to have a family, and he felt he wanted a more secure job than the one he had. He had started high school but dropped out for reasons that he no longer remembered. He knew that this fact was going to be a handicap, but he found out recently that he could take an examination and obtain a high school equivalency certificate. He was even willing to give this a try.

He went to the bakery office early one morning and asked the girl at the window if he could speak to the person who could give him a job application to fill out. She told him to come into the office and he could speak to the office manager. Pete went in and took the seat that was offered him. The office manager came in, spoke to him, and asked how he could help him. Pete said he was looking for a job. He asked if there was any chance for him to get on at the bakery. The manager wanted to know something about Pete so they talked for awhile. Then Pete was given an application to fill out.

Most of the questions were easy. When Pete didn't understand what they wanted, he asked one of the two ladies working in the office what they meant. He wrote his answers as neatly as he could and gave the form back to the office manager. The manager told him they hired about forty men who were split into two shifts. One shift worked from eight in the morning until four in the evening. The second shift worked from four to midnight. Pete said he didn't care which shift he would work if hired.

The manager told Pete that above being a good worker he would have to be very clean. The men inside the bakery had to dress in white clothes and wear white flat baker's hats. These would be furnished by the bakery and laundered. The last would be paid for by the worker. The manager wanted to know if Pete knew anything about the bakery. Pete told him no, except he knew it had been there all of his life.

The manager introduced him to the bakery foreman, Mack Johnson. Mack asked Pete if he would like to look around the bakery and see the different things they did. Pete said, "Sure".

Mack told him to wait in the office just a few minutes and he would show him the complete set-up. Pete sat down hoping that he would get a job here that he would like and be able to stick to.

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES BY DRAWING A LINE BETWEEN EACH SYLLABLE

1. bakery
2. remember
3. unsuccessfully
4. changed
5. however
6. felt
7. obtain
8. recently
9. equivalency
10. office
11. manager
12. chance
13. shift
14. awhile
15. wanted
16. talked
17. different
18. clean
19. minutes
20. complete

ANSWER THESE QUESTIONS WITH COMPLETE SENTENCES

1. Why did Pete want a job at the bakery?

2. What happened to Pete in the bakery office?

3. What did the manager tell Pete about working in a bakery?

INCOMING SUPPLIES

Mack came to get Pete in just a few minutes explaining that he had to give some orders to the men in the packaging room.

The first room they entered contained piles of sacks, barrels, cartons, and a large box-like structure with a heavy tight-fitting door. The sacks contained flour, sugar, and a powder that helped to keep the bread fresh. The barrels were filled with molasses which was used in certain types of dough. Many of the cartons contained shortening, both animal and vegetable.

The large box was a refrigerator which kept the yeast at a cool temperature until it was to be used. Mack opened the door and showed Pete the yeast. He had never seen so much in all of his life. He could remember his mother baking bread at home, but the yeast she used was in small packages. The yeast in this refrigerator was in twenty-five pound bags. The refrigerator was stacked almost to the ceiling. Mack said they would use this much twice a week.

All the supplies were brought in from a large central warehouse in West Virginia. They came in on large tractor trailer trucks. Many shipments were brought in each week. Mack showed him a large unloading dock outside the big sliding door at the side of the supply room. Mack

explained to Pete that this bakery plant made mostly hot dog and hamburger buns. Once in a while they prepared some brown and serve rolls and loaves.

Pete was then taken to the other side of the room and shown large storage bins which held the dry ingredients for the dough. They were filled in the storage room, but emptied out into the dough mixing room. Mack told him that the men that worked in the supply room also worked in the shipping department. He then took Pete from the supply room into the dough mixing room.

FILL IN THE MISSING LETTERS

1. ex__la__ __ing
2. po__der
3. a__i__al
4. ve__e__ __ble
5. m__th__ __
6. st__c__ed
7. s__p__ly
8. ha__ __ur__er
9. l__a__es
10. st__ __a__e

WRITE A SHORT MEANING FOR EACH WORD AS IT WAS USED IN THE STORY.

dock -

flour -

refrigerator -

ingredients -

department -

EXPLAIN EACH OF THE FOLLOWING

brown and serve -

tractor trailer truck -

storage bins -

DOUGH MIXING

The first thing that caught Pete's eye when they entered the dough mixing room was the two large barrel-like mixers turning at a slow but continuous pace. Mack showed him where the storage bins entered the dough room and how the proper amount of each ingredient was measured out by weight automatically. These were then placed in the first mixer with the proper amount of water to be mixed into dough.

One of the men working there slid a large box on wheels in front of this first mixer and opened the door. There was the largest glob of dough Pete had ever seen revolving around on a large reel-like paddle wheel. They emptied the dough into the large box and placed a cover on it. Mack told him this dough would stay in there for a certain length of time. It was kept at a steady temperature to give the yeast a chance to make the dough rise. There were several of these boxes sitting at one end of the room. Some were covered and some of them were empty.

One of the empty boxes was pushed in front of the second mixer and it was opened like the first. Again the dough was placed into the box. Mack explained that this was dough that had already been allowed to rise and had now been kneaded by the second mixer. It weighed better than six hundred pounds. It was ready to be rolled into the next room to be formed for baking.

The first mixer had already been filled again and was churning away. It would be permitted to run for a definite length of time. Then the workers would check it to see if it was ready to be boxed for rising. These men were skilled in handling dough. They could pretty well tell by the way the dough looked and felt, and they also checked it with a thermometer.

The second mixer was now filled from one of the boxes of raised dough to be kneaded. Pete could see that these men not only knew what they were doing, but they also were kept very busy.

PUT THESE WORDS IN ALPHABETICAL ORDER

weight	next	rise
entered	automatically	yeast
measured	paddle	glob
continuous	thermometer	kneaded
front	handling	definite
steady	ingredient	length

1.	7.	13.
2.	8.	14.
3.	9.	15.
4.	10.	16.
5.	11.	17.
6.	12.	18.

Describe what the mixers did in the bakery.

What is meant by a skilled worker?

What is meant by the word kneaded?

FORMING ROOM

The box of kneaded dough was rolled into the forming room. It was raised by a chain hoist to be dumped into a measuring machine. Pete could see that there was a lot of automatic machinery here. It was also a large room where several men were doing different jobs. As the dough rolled out of the box into the machine, it was measured into small chunks. These moved on down the line where molds formed them into the proper shaped buns, either hot dog or hamburger. A few men stood along the line to make sure that the machinery was operating correctly.

At the end of the line men were taking the formed buns on trays and placing them on moving belts in a large room-like box. As the buns went through the rising box, where the temperature was warm and always kept the same, they would rise again. As they came out the other side they were ready for baking. A couple of men would place the trays on tall racks on wheels. These were then rolled across the walk-way and parked in front of the oven.

Here men were taking trays of baked buns off the conveyor and placing them again in racks. These same men were placing unbaked buns into the top of the oven. Mack told Pete that baking was a continuous process. It took about ten minutes to pass through the long oven. They came out completely baked.

These racks of baked buns were then rolled over to an area away from the oven. A large fan was blowing air through the racks to cool the buns. This was where that great smell of baked bread came flowing from the bakery. They were left here until they were cool enough for packaging.

REWRITE THESE WORDS TO FORM A NEW WORD BY ADDING ed OR ing.

1. roll
2. form
3. raise
4. measure
5. dump
6. shape
7. move
8. take
9. bake
10. flow

ANSWER THESE QUESTIONS WITH COMPLETE SENTENCES.

1. What happened to the dough in the forming room?
2. Why were the buns placed in the rising box?
3. What did the men at the oven have to do?
4. What is a conveyor belt?
5. Why was it a good idea to blow the smell of baken bread outside the bakery?

PACKAGING ROOM

In the packaging room Pete was surprised to again see so much automatic machinery. The cooled buns were being placed on one end of a conveyor belt. A machine then broke them apart and stacked them in the amounts of eight, ten, or twelve, however, they were to be packaged.

As these double layers of buns moved on down the line they were sliced by an automatic slicer. Then they moved on down the line to be either boxed or wrapped or placed in plastic bags. Pete was fascinated by the machine that blew air into each plastic bag and then slid the buns into it while it was open. He told Mack that the man who invented this type of equipment had to know what he was doing. Mack explained that a lot of the improvements in the machinery was often suggested and planned by the men who worked in the bakery. Pete noticed that, as in the forming room, there were men along the line watching that the machinery was working properly. When a package was missed or the buns got out of line they would quickly make an adjustment to keep everything moving smoothly.

They were packaging with plastic bags. Mack explained to Pete if they wanted to ship the buns in boxes all they had to do was make a few changes in the line, put the flattened boxes in place, and switch on the wrapping machine instead of the tying machine.

Pete moved down to where he could watch the tying machine twist the ends of the plastic bags and then place a small plastic clip on it. These clips were in a long belt, but they were automatically snipped off and slid on.

Two or three men were busy placing the packages of buns into crates and stacking them for shipment.

PUT THESE WORDS IN ALPHABETICAL ORDER. WATCH FOR MORE THAN ONE WORD BEGINNING WITH THE SAME LETTER.

surprised	machinery	twist
conveyor	properly	watch
cooled	smoothly	machine
line	quickly	crates
plastic	switch	they
noticed	tying	long
invented	along	into
planned	each	as
worked	had	eight
men	doing	however

1.	11.	21.
2.	12.	22.
3.	13.	23.
4.	14.	24.
5.	15.	25.
6.	16.	26.
7.	17.	27.
8.	18.	28.
9.	19.	29.
10.	20.	30.

WRITE THREE SENTENCES ABOUT WHAT TOOK PLACE ON THE PACKAGING LINE.

1.

2.

3.

DISTRIBUTING

Mack told Pete that these buns would go out by large trailer trucks to be taken to many of the other bakery sites. Smaller trucks were used to distribute them locally.

Other bakery products, put out by this company, were brought into this plant to be placed on the smaller trucks for distribution. These smaller trucks had certain planned routes that they followed each day and serviced the local groceries, schools, restaurants, etc.

Mack explained to Pete how even this bakery plant used to make some of each kind of baked goods. However, now each individual plant belonging to the company specialized in one type of goods. These were then shipped to all the other distribution areas.

This had increased their distance and amount of shipping, but it was more reasonable to produce baked goods in this manner. It saved each plant in the time and space it would take to make all the various kinds of baked goods. Pete told Mack he didn't see how they kept all their trucks moving so smoothly. Mack replied that this was one of the company's biggest problems. A shipping breakdown could foul up the complete distribution system.

FILL IN THE MISSING WORD OR WORDS FROM THE STORY.

1. Large trucks hauled the baked goods to other bakery _____.
2. Running a bakery in this manner saved each plant _____and _____.
3. Each _____plant _____ in one type of baked goods.
4. Smaller trucks had certain planned _____.
5. It was more _____ to produce baked goods in this manner.
6. Small trucks serviced _____, _____, and _____.
7. A shipping breakdown could _____the complete system.
8. Pete didn't see how the company kept their _____running so smoothly.
9. This plant used to make some of each _____of baked goods.
10. Trucking like this had increased the _____and _____of shipping.

EXPLAIN EACH FOLLOWING TERM:

distribution

individual

specialized

foul-up

site

MAINTENANCE

Mack said that most of the regular daily maintenance of the plant equipment was done by the men. Any breakdown or other major trouble was taken care of by their mechanical crew. These men were trained to repair and adjust all of the equipment.

It was also part of the responsibility of this crew to keep the trucks operating. They had a regular garage area where the trucks could be serviced and repaired. Mack said that this crew was just as important to the bakery as any of the men who were actually involved in the bread making.

Pete thought that this might be a good spot for him if they would hire him, as he had worked in a garage for awhile. He had always liked to fool around with motors. He had decided though that he wouldn't be particular. He would accept any job they would give him and give it a try. If he didn't like it, maybe he could always work into some other job.

ADD LETTERS TO THE BEGINNING OF EACH OF THESE WORDS TO MAKE A NEW WORD.

1. __ pair
2. __ just
3. ___ while
4. __ paired
5. __ round
6. __ ways

See how many little words you can make out of the letters found in the word "MAINTENANCE". Each letter can be used only as many times as it is found in maintenance.

What is meant by the word "MECHANICAL".

PETE GETS A JOB

Pete had waited a week and still hadn't heard from the bakery. He had worked at any odd jobs he could to keep going. He knew now that he should have lined up another job before he quit his old job. The next week though he got a letter from the bakery to report for work the following Monday evening at four o'clock. He knew then that he was going to work the evening shift, but he didn't care.

The letter told him that he would be working on the baking crew. Pete knew that his job was going to be pretty hot. He would also have to be very clean to work there. Mack had told him that the bakery would furnish white clothes for him to work in. All he would have to pay for was their laundry.

He had also told him that the company's insurance plan, vacation time, and other benefits would be explained after he was hired.

Pete was going to start out at just a few cents over the minimum wage. All the men he knew that worked at the bakery had never been out of a job and this is what Pete was after. Pete was through with those big pay, short lasting jobs. He wanted more security than they had ever offered.

LIST FIVE THINGS THAT YOU THINK YOU MIGHT LIKE TO DO IN A BAKERY.

1.

2.

3.

4.

5.

What was bad about working on the baking crew?

What do we mean by minimum wage?

How much vacation do you think Pete should have his first year?

Why or why not would you like to work a shift from 4 p.m. to 12 p.m.?

What mistake had Pete made in quitting his old job?

GLOSSARY

bakery

unsuccessfully

handicap

equivalency

certificate

application

shift

furnished

introduced

packaging

sacks

barrels

cartons

shortening

dough

bread

refrigerator

temperature

packages

yeast

warehouse

molasses

mixers

continuous

automatically

revolving

reel

glob

emptied

kneaded

thermometer

paddle

definite

forming

molds

hoist

correctly

machinery

trays

walk-way

oven

conveyor

clip

sites

distribution

locally

distribution

routes

individual

specialized

various

foul-up

produce

manner

maintenance

mechanical

actually

particular

laundry

minimum

wage

security

insurance

Glossary (con't)

West Virginia

loaves

ingredients

flour

invented

racks

buns

slicer

plastic

wrapped

benefits

automatic

fascinated

equipment

crates

THE BAKERY IS MY BUSINESS

LEVEL II

by: Chester L. Berry, Teacher,
Manchester, Ohio
Ohio Demonstration Research Project

OFFICE INTERVIEW

Pete wanted a job at the bakery.

Pete went to the bakery for an interview.

He talked to the manager.

He filled out an application.

There were two ladies in the office.

They helped Pete fill out the application.

The manager told Pete about the bakery.

He said about forty men worked there.

They worked in two shifts.

The men had to be very clean.

The manager had Pete meet the bakery foreman.

The foreman showed Pete around the bakery.

FILL IN THE MISSING WORDS

Pete wanted a _____ at the bakery.

He went there for an _____.

He talked to the _____.

He filled out an _____.

_____men worked there.

They worked in _____shifts.

The men had to be very _____.

The bakery _____ showed Pete around.

INCOMING SUPPLIES

The foreman took Pete to the supply room.

Pete saw sacks and barrels.

He saw a large refrigerator.

The foreman said there was a lot of flour and sugar.

The refrigerator kept the yeast cool.

The barrels were full of molasses.

The supplies came in from a large warehouse.

They were brought in by big trucks.

There was a big unloading dock.

There were large storage bins to hold the supplies.

These bins emptied into the dough room.

DIVIDE THESE WORDS INTO SYLLABLES

f o r e m a n	m o l a s s e s
s u p p l y	w a r e h o u s e
r o o m	u n l o a d i n g
b a r r e l s	y e a s t
r e f r i g e r a t o r	s t o r a g e
s u g a r	d o u g h

DOUGH MIXING

The dough mixers looked like big barrels.

The right amount of each supply was weighed out.

There were big boxes on wheels.

They held the dough while it raised.

The dough was kept at the same temperature.

They used a thermometer to tell this.

One mixer mixed up the dough.

The other mixer kneaded the dough.

The boxes were also used to take the dough to the next room

SEE HOW MANY LITTLE WORDS YOU CAN MAKE FROM THE LETTERS FOUND IN THE WORD "temperature". USE EACH LETTER AS MANY TIMES AS IT IS FOUND IN TEMPERATURE.

FORMING ROOM

The box of dough was liften by a hoist.
The dough was dumped into a machine.
It was divided into chunks.
These were formed into buns.
The foreman told Pete they made mostly buns.
Men were putting them on to trays.
The trays were put into a large box to let the buns rise.
The trays were then taken from the box and put on racks.
The racks were moved to the oven.
The men put trays of raw buns in and took out baked buns.
The baked buns were cooled in front of a big fan.
The smell was very good.

FILL IN THE MISSING LETTERS

d__ugh
c__un__s
fo__ __m__n
tr__ys
ra__ __s
ba__e__

o__ __n
b__ns
fr__ __t
co__ __ed
s__el__
g__ __d

PACKAGING ROOM

Pete was surprised how the buns were packaged.
The work was done mostly by machine.
The buns were sliced by a machine.
Some of the buns were put into plastic bags.
Some of the buns were put into boxes and wrapped.
The men kept the machines working.
Pete watched a machine put plastic clips on each bag.
The packaged buns were put on shipping crates.

PUT THESE WORDS IN ALPHABETICAL ORDER.

surprised	into	how
buns	slips	room
packaged	the	kept
work	done	a
machine	of	each

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

DISTRIBUTING

The buns would be shipped out on big trucks.

They would go to other bakery sites.

Small trucks would take them to local stores.

The foreman told Pete that this bakery used to make many kinds of goods.

Each Bakery now made just a few kinds.

This saved the bakery time and space.

Shipping was one of their biggest problems.

A breakdown could cause a lot of trouble.

MATCH THE FOLLOWING TERMS. PUT THE LETTER IN FRONT OF THE CORRECT NUMBER.

1. big	a. several
2. local	b. types
3. many	c. movement
4. kinds	d. produce
5. shipping	e. nearly
6. trouble	f. large
7. make	g. bother
8. sites	h. places

MAINTENANCE

The bakery had its own repair crew.
They worked on the bakery machinery.
They also worked on the trucks.
They had a garage where they could work.
Pete would like to work there.
He would take any job they would give him.
His need for this job kept him from being particular.
A man had to do the best he could.

LIST ALL THE WORDS THAT MEAN THE SAME AS "PETE".

LIST ALL THE WORDS THAT BEGINS WITH "TH".

WRITE TWO WORDS THAT END WITH "ould".

WHAT IS ANOTHER WAY TO WRITE "there"?_____

WHAT THREE LETTER WORD DO YOU FIND IN EACH OF THE FOLLOWING WORDS.

repair_____ there_____

garage_____ particular_____

PETE GETS A JOB

At last Pete got a job at the bakery.

He wished he had not quit his old job so soon.

He was going to work the second shift.

He was going to work on the baking crew.

He would be paid more than the minimum wage.

Pete had been told that there were other benefits.

He would have to be very clean.

Pete was glad to have a steady job.

WRITE FIVE THINGS THAT TELLS WHAT PETE's NEW JOB WILL BE LIKE.

1.

2.

3.

4.

5.

GLOSSARY

bakery
interview
manager
application
office
forty
shifts
clean
foreman
supply
sacks
barrels
refrigerator
flour
sugar
yeast
baked
supplies
warehouse
dock
storage
bins
emptied
dough
mixers
weighed
wheels
temperature
thermometer
kneaded
hoist
machine
chunks
buns
trays
racks
oven
raw
fan
surprised
machine
plastic
wrapped
crates
sites
local
problems
break-down
trouble
repair
crew
garage
particular
second
paid
minimum
wage
benefits
steady
molasses
smell
packaged
sliced
bags
clips

READERS

LEVEL II -- 5
LEVEL III -- 9

OHIO AABEDC

STUDENT EVALUATION
of

READING MATERIAL

Story Title DINNERTIME AT THE SAWMILL

Reading Time 2 min. to 7 min. average 5.3 min

CIRCLE ONE OF THE ANSWERS:

1. Was the story

a. Interesting?	Very 6	Somewhat	4	Not 3	NR-1
b. True to Life?	Very 4	Somewhat	6	Not 2	NR-2
c. Too Long?	Yes 0	No 14			
d. Too Short?	Yes 6	No 5	NR-3		
e. Difficult to read?	Very 0	Somewhat	3	Not 10	NR-1

2. If the story were to be put in book form, do you think

f. Pictures would help make the story more interesting?	Yes	0	No	0	NR-14
g. It should be improved?	Yes	3	No		NR-11

If yes, How? Geese form a "V" not a "W" -- The language was certainly bad

3. List any words you found difficult to read or understand.

dogs	offbearer
haft	through
vacuum	cat-hole
swage	
"W"	

(USE OTHER SIDE, IF NECESSARY.)

DINNERTIME AT THE SAWMILL

The sun was high in the sky as Sam came out of the woods with the horses. He looked down at his shadow. He could step on his head. That meant it was dinner time.

Bob and Mike pulled the logs up to the skids and stopped. Sam knocked out the logs and Bill, the log roller, helped roll the logs on the skids. Sam and the horses were ready for a rest and dinner.

Tom, the head sawyer, set the blocks and pulled the lever to finish the log on the carriage. Jim, the off-bearer, picked up the slab as it fell from the saw and walked out to drop it on the slab pile. A few more throughs and a pile of 3 X 6's were ready to pile on the lumber pile. Tom stepped back and shut off the motor.

The log cutters came into the clearing to pick up their dinner buckets and join the rest of the crew as they sat under the big oak tree to eat.

"Haft to have enough 3 X 6's to load that truck when Pete comes about four", said Tom.

"That will be easy, if Gene and Frank get them cut", said Sam.

The vacuum bottles of hot coffee, fried meat sandwiches and fresh apple butter with bread really hit the spot. This was a good time for talking and eating. Too soon Tom looked at his pocket watch and slowly picked up his file and swage and started to get a saw ready for the afternoon.

Bill checked the cat-hole to see if the saw dust had piled up around the chain.

Frank and Gene picked up the chain saw and wedges and started off for the woods.

As Sam moved towards the horses the wild honking of a flock of wild geese was heard. "Look," shouted Frank. 'They're forming a 'W'. You know what that means."

Dinner time was over. The men went back to work. A job was to be done.

READERS
LEVEL II---10
LEVELIII --12

OHIO AABEDC

STUDENT EVALUATION
of
READING MATERIAL

Story Title FILLING OUT A JOB APPLICATION

Reading Time 2 min to 7 min Average 4.2 min

CIRCLE ONE OF THE ANSWERS:

1. Was the story

a. Interesting?	Very 3	Somewhat	14	Not 3	NR-2
b. True to Life?	Very 16	Somewhat	5	Not	NR-1
c. Too Long?	Yes 0	No 20	NR-2		
d. Too Short?	Yes 9	No	12	NR-1	
e. Difficult to read?	Very 0	Somewhat	2	Not 19	NR-1

2. If the story were to be put in book form, do you think

f. Pictures would help make the story more interesting?	Yes 2	No 18	NR-1
g. It should be improved?	Yes 5	No 11	NR-6

If yes, How? None

3. List any words you found difficult to read or understand.

None listed

(USE OTHER SIDE IF NECESSARY.)

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Filling Out a Job Application

John Brown heard that they were hiring at one of the local factories. He told his wife that he believed he would go there and see if he could get a job. He still had some doubts that he would be able to do any of the skilled work, but he knew he would be willing to learn if they'd only give him a chance. He had already explained his living situation to his present boss. His boss told him that he was sorry he couldn't give him a better job, and he understood John's position.

John reported early on Monday morning at the factory employment office. He was wearing clean clothes, as he wanted to make as good an impression as possible. He walked into the office and told the girl at the desk that he had heard the factory was hiring more workers. He said that he would like to fill out a job application. The girl asked him if he had ever worked there before and John said he had not. She then gave him an application blank and a pencil. She told him to be seated at a table and to fill out the form as completely as possible.

When John first looked at the application, he felt like getting up and walking out. However, he decided to take his time and fill out each line as he came to it. He hoped that the girl would help him if there was something that he did not understand. He thought he had better read the instructions as carefully as possible. He noticed that one of the first things said for him to print. Some of the questions were hard for him to decide how to answer, but he put in the best answer that he could.

The application asked about his personal and family background, education, health, and job experience. At the end it wanted the date and his signature. John signed his name and then started to get up and turn in the form. Something told him that he should look over the blank one more time. It was a good idea because he had left out a couple of answers that he wanted to think about before he answered them. He put in his information and then checked the rest of the application. He felt pleased with the neatly printed information and direct answers that he had given.

John turned in the application and was told by the girl that he would be called in for an interview before he could be hired. It would probably be within the next two weeks. John told her he hoped it would be soon and thanked her. As he left the office he felt excited and satisfied that he had done his best.

LEVEL II ----10
LEVEL III ----12

OHIO AABEDC

STUDENT EVALUATION
of

READING MATERIAL

Story Title THE INTERVIEW

Reading Time 2 min. to 6 min. average 3.6 min.

CIRCLE ONE OF THE ANSWERS:

1. Was the story

a. Interesting?	Very 1	Somewhat 14	Not 4	NR-3	
b. True to Life?	Very 9	Somewhat 11	Not 0	NR -2	
c. Too Long?	Yes 0	No 20	NR - 2		
d. Too Short?	Yes 12	No 8	NR-2		
e. Difficult to read?	Very 0	Somewhat 2	Not 19	NR-1	

2. If the story were to be put in book form, do you think

f. Pictures would help make the story more interesting?	Yes 2	No 18	NR-2
g. It should be improved?	Yes 7	No 4	NR -11

If yes, How? Tell what kind of job he was hired for - What did the interviewer say? What kind of questions did the interviewer ask ?

3. List any words you found difficult to read or understand.

None listed	

(USE OTHER SIDE, IF NECESSARY.)

THE INTERVIEW

John Brown received a call from the factory office the next week. He was told to come in for an interview on Thursday at 9:00 a.m. When Thursday came John took his bath, brushed his teeth, combed his hair, cleaned his nails, and put on clean work clothes. He arrived at the factory office about fifteen minutes before his appointed time.

All morning John had been thinking about how he should act at the interview. He knew that he must speak plainly and clearly. John thought, "I will be polite and not interrupt the conversation of the person talking to me. I must not speak too loudly or too softly. I want to look at the interviewer while talking to him. I will answer the exact questions asked and not talk about anything except the job and my qualifications. I should stick to the subject in my conversation. I will not try to oversell myself, as the interviewer will only be interested in whether I can do the job or not." John hoped that he had thought about everything he should remember while being interviewed. He knew he looked his best, and he wanted to be sure that he acted his best.

John knew that he would have to remember some of the information that he put on the application blank such as: name, address, birthdate, education, job experiences, and references. There were several things that John wanted to be sure he found out. He wanted to know what the salary would be and how it is paid, by the week, every two weeks, or once a month. He wanted to know what the hours would be, and what duties would be required of him. He also wanted to know what vacation time he'd be given, and who his boss

would be. He would have to be sure to ask what kind of clothes he would have to wear to work and whether or not he would need a physical examination. And something very important was what his chances of working into better job positions would be.

John's interview went very well. The man who interviewed him was friendly and courteous, and John soon felt relaxed and less nervous. The man got the information he needed from John, then he gave John a chance to ask any questions he wanted to. John forgot a couple of things he wanted to ask, but the interviewer volunteered the additional information. He was experienced at his job and knew all the things that a new worker would want to know.

After the interview the man took him to the department where he would work, and introduced him to his new boss. He then told John to report on the job the next Monday morning at 7:30. John thanked him and left feeling very relieved and happy.

1. List three things John did to get ready for his interview.

2. What are five things he thought about how he should act?

3. List four things John had put on his application blank.

4. List six things John wanted to know about his job.

THE INTERVIEW

The man was called for an interview.

He cleaned up and went to the factory on time.

The man had thought of how he should act.

He wanted to talk clearly.

He wanted to be polite.

The man knew there were things he must tell.

There were also things he wanted to know.

The man got along well at his interview.

He did forget to ask some things.

The man at the factory told him all he would need to know.

He met his new boss.

The man was told to come to work on Monday.

FILL IN THE MISSING LETTERS

cl___l_	__lit_
_act__y	k__w
b_ss	th___s
a_t	f__g_t
cl____ed	_ond__
__ter___w	al__g

THE NEW JOB

John Brown arrived at the factory on Monday morning at seven o'clock. He was excited about starting on his new job and he didn't want to be late on his first day. Several other workers were arriving at the same time. Many of them spoke to John and some of them introduced themselves. John was relieved that several of the workers were friendly toward him. He walked inside the plant to the time clock where one of the other fellows showed him how to punch in with his time card. He placed his card in the proper slot and went on over to the department where he was to work.

His new boss met him and took him to the machine he was to operate. He showed John how to run it and also warned him to be sure to always use the safety devices. The boss also showed him the complete department and explained what each machine did. He also told him about the product that they were manufacturing. Then John went back to his machine, started it and began slowly running some of the pieces through. At first it was very awkward, but after a couple of hours it seemed to be getting easier.

John was called to the office in the middle of the morning to fill out some more forms. He thought that his application was all that they would need, but he found out differently. He had to fill out a W-2 form for his withholding tax. The girl explained to John that a certain amount of his wages would be

withheld each week to pay his income tax. He was also given the opportunity to sign up for group hospitalization. This was also explained to him. A small amount of his wages would be held out each week to pay the premium. If he or any of his family had to enter the hospital, a large part of his bill would be covered by his hospitalization plan. John decided that this would be good to have, so he signed the enrollment form.

John spent the remainder of the day getting used to operating his machine. He found out that the workers got two ten minute breaks each day and a half hour off for lunch. Their quitting time would be four o'clock each evening unless they were required to work overtime. His boss told him that any time they spent working over forty hours would pay him time and a half.

The four o'clock bell rang. John and the other workers had already cleaned up around their machines. When the bell rang they punched out at the time clock and left the factory. John felt a deep sense of satisfaction as he drove home. He knew now that he would have a good steady income which would mean a lot to him and his family. He was determined to do his best at his new job.

APPENDIX F

AABEDC - OHIO PROJECT

FOLLOW-UP SURVEY

May 18, 1970

Dear Adult Student,

Our records indicate that you were enrolled in ABE classes this past year.

Your class was one of a number of classes that took part in a study made by Morehead University of Morehead, Kentucky.

I would appreciate your completing the enclosed questionnaire and returning it to me. A stamped addressed envelope is provided for your use.

At some future date, you will receive other questionnaires related to your adult classes. Your help in completing and returning them will provide much information that should help improve the adult education program.

Thank you so much for your help.

Sincerely,

Max W. Way

Max W. Way,
Director,
Morehead Project

MWW:lb

P.S. I would greatly appreciate your returning the enclosed questionnaire as soon as possible so that I might include your feelings in our final report.

OHIO PROJECT - AABEDC

Part I

1. Are you now attending adult classes? Yes 138 No 89

   If No, why? Completed Program - 55 (classes ended for the year.)

   Passed GED - 27

2. Do or did you attend regularly? Yes 188 No 36 No Response 3

3. I attend class during the 81 day 127 evening 19 No response

4. Why are you attending aduli classes?

   Selected responses - see next page.

5. What do you think you have gained by attending these classes?

   Selected responses - see page 3.

6. Would you recommend the adult program to your friends?

   201 Yes 24 No 2 No response

7. How do you rate the books and other material used in the adult classes? Circle one.

Poor	Fair	Good	Excellent	No response
13	22	102	83	7

8. Is the school convenient for you?

   If no, why? Responses - see page 4.

9. How do you think the adult program can be improved?

   Responses - see page 5.

10. Do you plan to attend adult classes next year? 132 Yes 77 No

    18 No response

11. How long have you been involved in adult classes?

    167 First year 34 Second Year 18 Third Year 4 More than three years.

    4 No response

PART I - QUESTION 4

To get a G.E.D. so I can get a better job. - 5
I need my education to qualify for a good job.
It is required by my job.
To review mathematics and gain more knowledge in general.
To get more education.
I want to get a high school education.
Social reasons and to learn more.
I'am going because Dorothy Evans attend's adult school.
English, History, Mathematics, Science, Reading, Spelling
I signed up to improve my education
To better myself
To get moor education
Get a diploma.
To learn what I didn't get a chance to learn in my earlier years.
I would like to learn enough to help my children when they have something they can't do
To be able to help my children and to be able to get a better job
to lurn
iniprove lurning
to farther my education
I felt I need more mathematics and English. And it sure did help a lot.
To better education my self for better employment
To get a stright school diplima
I plan to attend Portsmouth Interstate Business College after completion.
English has improved noticeable. Also some improvement in math
For self improvement and to be assistant in my husband's small business
I have need of a job so I attend night classes so I can work in the day
To get a better education for work.
Thought it might help me in practical nursing, which I am interested in.
To better myself in case I need it in the future.
I've always wanted a high school education and this is the first opportunity I've had.
I am working in the day time.
To further my education and help my children in school

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

Part I - Question 5

I gained a lot in learning through study.
a education.
Some of the education, I didn't get.
I have learned new things and have increased my vocabulary.
I think I have learned a lot.
I have gained a general education, & if I wish to further my education, I may now do so.
It has done much for my self esteem. It has been a challenge to me and put me in a position to communicate with people.
A more up-to-date education. I don't think I would have had things such as new math when I went to high school.
Otherwise I could not have worked and I have need of a job.
I feel I have gained a greater knowledge in every subject I studied.
A review of subjects that I'd had before
Educational development, enjoying other pupils and making new friends.
I have refreshed myself in all subjects I have studied.
Better job
good training
I have missed my education very much. By attending this class, I feel I have gained a great deal of education that I would never have had if I had not attended.
Better understanding in reading and self confidence.
nothing
I'm thankful for this opportunity to go back to school. It's given me a chance to catch up on so much that I had forgotten, especially in English and math.
I've been able to help my boys more in their school work.
I feel that the review in math helped my to get a better score on the CREEDO test I recently passed for job advancement.
I can remember better what I read. also better in math and English.
I have learned a lot. It makes me feel good just to know I'm on my way.
self confidence and a better out look on life
A fair overall knowledge of High School Subjects.

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

Part I - Question 8

Because of transportation
There were not enough people attending classes where we were attending.
I have to drive about twenty miles to the school - one way
so far
Because I have no drivers' license
to far to travel to
It is no fault of the program that I cannot attend at present
I didn't have a car for a while but have one now
30 miles one way
no the school is not convenient for me
It would be if not for my trade, I work in different states.
Because it is 20 or 15 miles from where I live and part of the time
I don't have transportation.
Located too far from my residence - Bonzer Run Elementary would have been
much closer

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

Part I - Question 9

Offer program during day. Mothers with children could attend classes without hiring sitter. More time on one subject.
Yes it could be but I was very pleased with the program.
I think we should have books or something to study at home.
In the reading - it should have more science and social studies. It it should have literacy materials, poems, etc.
Perhaps a typing course, if possible. Several of my friends have expressed a desire to typing classes & I would like it also.
I think it is just fine now. And I like my class and my teacher.
Yes, I think we should have more spelling because that's where I always had trouble.
I don't know. it goot as it is
By increasing the number of subjects available.
I think the applicant, inspired by the teacher or instructor of his need for more education, will give the person a greater desire to study more and have a better attendance.
would not know.
I wouldn't say I could add any thing, we have a good teacher, always willing to help & I can make the lessons clear so you can understand.
If the pupils could take books home to study.
I think it is good shape. They also have wonderful teachers.
More studies, and a course in spelling, and how to get about knowing people ease.
I think a typing class would be very well received. I would like very much to learn typing.
Having higher level of material.
By having an instructor explain the work more
By having regular high school classes.
Improvement for me would be being able to spend more time with the teacher to explain things to me.
More teacher and student discussion on lessons. I can understand them better if they are explained to me.
by providing transportation. That way more people could attend.
Undecided (Have few or no complaints)

STUDENT QUESTIONNAIRE

OHIO PROJECT - AABEDC

Part II

1. Do you have children in school? 157 Yes 48 No 22 No response

   If yes, answer items 2,3, and 4.

2. Do your children approve of your taking adult classes? 143 Yes

   2 No 12 No response

3. How has your work in adult education affected your children's school work?

   36 Don't know 46 No change 58 Some Improvement

   14 Much Improvement 3 No response

4. So you attend your children's school activities?

   97 Yes 24 No 36 No response

5. Do you own a radio? 198 Yes 18 No 11 No response

   If yes, what is one of your favorite programs? _____

   Selected responses - Percentage basis - see following page.

6. Do you own a T.V.? 206 Yes 13 No 8 No response

7. Do you attend church or Sunday school? 142 Yes 64 No 21 No response

8. Are you registered to Vote? 152 Yes 54 No 21 No response

9. Did you vote in the November, 1969, election? 141 Yes 63 No 23 No Response

10. Are you now employed? 89 Yes 127 No 11 No Response

11. Have you had any vocational or job training? 36 Yes 177 No 14 No Response

    If yes, what type and where did you receive the training _____

    Selected responses - see following page

12. If you had the opportunity would you be interested in vocational or technical training?

    178 Yes 33 No 16 No Response

    If yes, what type _____

    selected responses - see following pages.

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

Part II - Question 5

ball games
radio on for news and weather reports only
news
I just keep it set on FM, Portsmouth, Ohio
Gospel Melody Time
Brother Crews
Station WKEE
Country & Western Music
Marilyn Semore
Farm & Home Hour
Church on Sunday
Station WMNI
Grand Ole Opry
Bro Curry (I like hymns & preaching more.)
Rev. Ray Anderson at 12 PM
WLW news
Paul Harvey News
FM - Hillbilly music - Zeke Mullums
Talk Back
Hymn Time on WPKO
Religious Programs
football

PART II - Question 11

radio - TV repair - Huntington, W. Va. - G.I.
air craft - sheet metal, Hamlin, W. Va.
Went to a Voc. High School in Jamica L.I., N.Y.
Comptompter operator (on the job trg. at Belkanap Hdve. & Mfg. Co., Louieville, Ky.
8 weeks waitress trg. at Portsmouth Gas Co., Portsmouth, Ohio
Typing, High School
Power Machines operator at Ashland Crafts
Deisel Mechanic - Army
Sheet Metal Apprentiship
Nurses Aid Training, Mercy Hospital, Portsmouth, Ohio
Manpower
Teacher aid in Head Start
Machinist - Pike Co. Vocational School
Red Cross Nurses training
Carpenter, OEO, Main Stream
Secretarial job training at Piketon High School

PART II - Question 12

Mechanical Welding or Electronics
Welder
Business Training
Any kind of training I could do that would help improve myself for working conditions

radio - TV repair

ball games
radio on for news and weather reports only
news
I just keep it set on FM, Portsmouth, Ohio
Gospel Melody Time
Brother Crews
Station WKEE
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Power Machines operator at Ashland Crafts
Deisel Mechanic - Army
Sheet Metal Apprentiship
Nurses Aid Training, Mercy Hospital, Portsmouth, Ohio
Manpower
Teacher aid in Head Start
Machinist - Pike Co. Vocational School
Red Cross Nurses training
Carpenter, OEO, Main Stream
Secretarial job training at Piketon High School

PART II - Question 12

Mechanical Welding or Electronics
Welder
Business Training
Any kind of training I could do that would help improve myself for working conditions
auto body work
IBM training
home economics
licensed practical nurse
typing, office work
bookkeeping
carpentry or welding
computer programming
salesmanship
radio - TV repair
sheet metal work
cosmotology
machine shop
blue print reading
draftsman
nurse training

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